

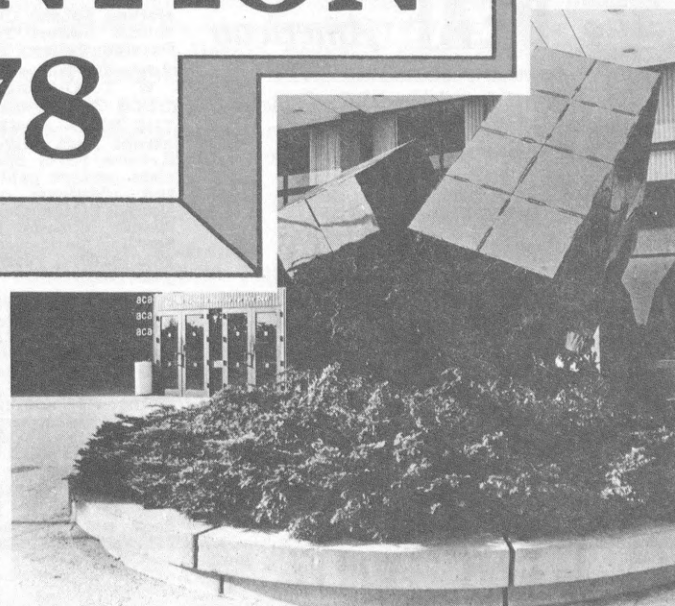
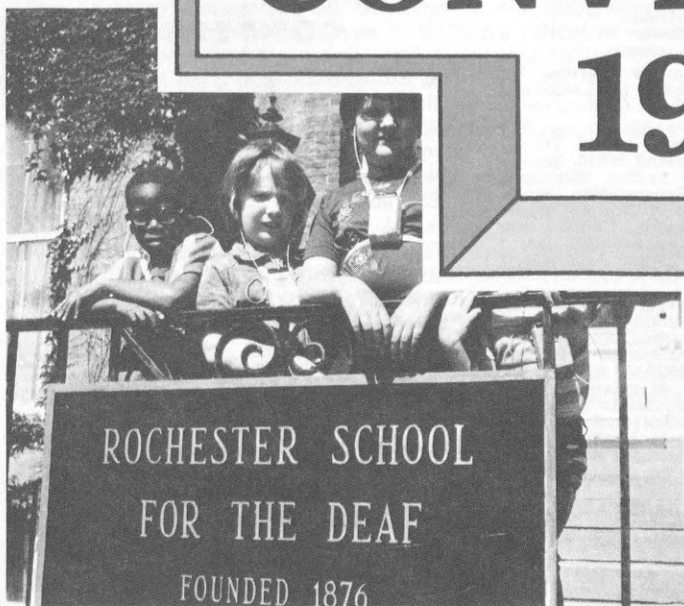
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Deaf american

THE NATIONAL MAGAZINE FOR ALL THE DEAF



NAD CONVENTION 1978



The Editor's Page

The Nerve of Some People!

During two national conventions in Rochester last month, two quotes appeared in the newspapers—and were passed on by those who “heard” them. It was charged that the deaf were “politically naive” and had a “political death wish.” Implications were that the deaf were disinclined to act in concert and to utilize the expertise/influence available on Capitol Hill in Washington, D. C.

While the quotes—and the extended remarks in which they appeared—were not new, they were ill-timed at national gatherings. They did nothing to alleviate the communication gap between the deaf community and the legislative liaisons with Congress.

The deaf and their leadership DO have political savvy. During recent years, both state and national organizations were given more than just passing attention to political approaches, both individual and organizational. Coalition participation is another example.

This is not to say that the deaf “know it all” or feel that they can “do it alone.” It is more to the point that resentment has always existed—and is growing—towards the paternalistic or “I (We) know what is best for the deaf” attitude/philosophy.

Our New Cover

In case you have not already done so, take a close look at THE DEAF AMERICAN's new cover design. As is explained in a story in this issue, credit is due Joseph Viscardi, Jr., a student at the National Technical Institute for the Deaf. The story was also prepared and laid out “camera ready” by the NTID graphic arts department.

Likewise in this issue, is a two-page article also submitted “camera ready” dealing with NTID's observance of its tenth anniversary as seen by two of its original staff members, Robert Panara and Ross Stuckless.

The cover composite depicting the recent National

Association of the Deaf convention in Rochester is also the work of the NTID art and graphic arts departments. Our September cover will be graced with a color picture of the new Miss Deaf America prepared by NTID.

A year-long project is in the making with NTID whereby articles, pictures and art work and “camera ready” layouts will be produced by students as part of their training and production experience. We are most grateful to the NTID administration, staff and students for their willingness to cooperate in what we consider one of the finest projects we have known as Editor.

Deaf Heritage—National, State and Local

Jack R. Gannon is hard at work on a book, *Deaf Heritage, A Narrative History of Deaf America*, to be published by the National Association of the Deaf as a part of its Centennial Celebration in 1980. In this issue is an appetite-whetter consisting of some “this and that” extracts. On our back cover is one of the illustrations used to promote the book.

And now we have a letter asking us why we cannot run a series of articles tracing the history/accomplishments of state associations of the deaf. This is a proposal also made during the NAD Convention in Rochester.

We appeal to state association officers and potential authors: Compile and send in articles and pictures.

Local associations or clubs are also urged to make contributions. Space permitting, we would like to resume the series on schools for the deaf.

NAD Convention Proceedings

NAD Convention Proceedings will no longer be published in entirety in THE DEAF AMERICAN, following a change in the bylaws in Rochester. Copies of the Rochester proceedings will be available to NAD members in accordance with steps to be announced in our September issue.

The DEAF American

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The advertising in THE DEAF AMERICAN does not necessarily reflect the editorial policy of the magazine nor imply endorsement.

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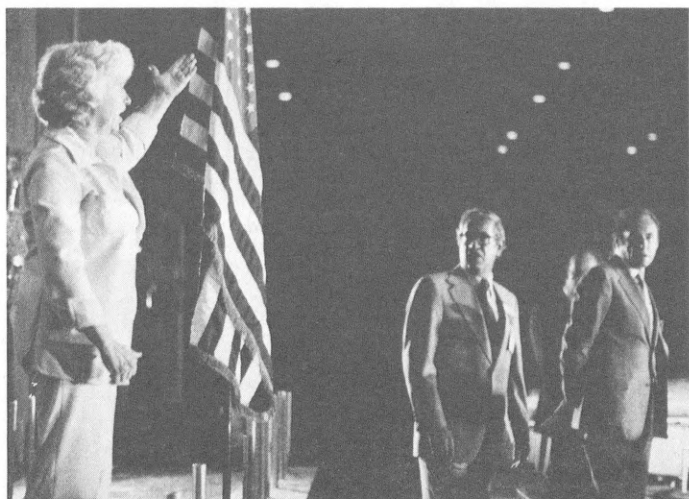
34th NAD Convention In Rochester A Smashing Success

• *Record Set For Registration—1215*

• *Gertrude Galloway Chosen President-Elect*

• *Jackie Roth Emerges 1978-1980 Miss Deaf America*

• *RSA Commissioner Humphreys Banquet Speaker*



Left: Rochester Convention Chairperson Alice Beardsley sing-sings "The Star-Spangled Banner" at the opening business session of the 34th Biennial NAD Convention in Rochester. Watching intently are NAD President Mervin D. Garretson and Lawrence K. Grossman, president of Public Broadcasting Service. Right: At the Convention banquet Mrs. Myrtle Allen sing-sings "Auld Lang Syne."

Rochester, New York, attracted a record-breaking 1215 registrants to the 34th Biennial Convention of the National Association of the Deaf, July 2-8, 1978, eclipsing the previous mark set in Las Vegas in 1968. Attendance at convention functions was at new highs, especially the banquet which drew approximately 800.

Ms. Gertrude Galloway of Columbia, Maryland, was chosen NAD president-elect, the first woman to be named to head the Association. She will begin her two-year term in 1980.

Jacqueline (Jackie) Roth, entered at Miss Deaf Maryland, was crowned Miss Deaf America, 1978-1980, in the Fourth Pageant. A new high of 23 entrants attested to the remarkable growth in competition.

At the convention banquet, Rehabilitation Services Administration Commissioner Robert Humphreys was the main speaker. He drew standing ovations for two announcements: 1) the Advisory Committee on Deafness to the RSA would be activated and 2) when Dr. Boyce R. Williams retires as director of the Deafness and Communicative Disorders Office, his successor would be a deaf person.

Convention awards:

NAD Distinguished Service Award—Dr. Edward C. Merrill, Jr., president of Gallaudet College.

Robert M. Greenmun Award (for service to the deaf community): Gary W. Olsen of Indiana, past president of the Indiana Association of the Deaf.

Knights of the Flying Fingers Awards (for outstanding service to the NAD: Betty Ailstock, Patricia Herbold, Alice Beardsley, Jack R. Gannon, Father Gerald Howell and Ralph H. White.

Election results: Gertrude Galloway, President-Elect; Larry Forrestal, New Jersey, vice president (re-elected); Albert Pimentel, Maryland, Secretary-Treasurer; William Peace, North Carolina, Board Member from Region 1; Herb Pickell, Wisconsin, Board Member from Region 2; Dr. Harvey J. Corson, Louisiana, Board Member from Region 3; Betty Van Tighem, Montana, Board Member from Region 4.

Ralph H. White of Austin, Texas, assumed the office of President at the conclusion of the convention. Holdover Board Members are Alan Hurwitz, New York, Region 1; John Buckmaster, South Dakota, Region 2; David Myers, Louisiana, Region 3; Peter Green, Utah, Region 4.

The 35th Biennial Convention will be held in Cincinnati, Ohio, for observance of the NAD's Centennial, June 29-July 5, 1980. St. Louis will be host to the 1982 convention.

OUR COVER COMPOSITE

TOP: New NAD Board Members were elected at the July convention in Rochester. From left: RALPH WHITE, NAD President; Dr. MERVIN D. GARRETSON, NAD Past President; WILLIAM PEACE, NAD Region 1 Board Member; LAWRENCE FORESTAL, NAD Vice President, (reelected); GERTIE GALLOWAY, NAD President-Elect; DAVID MYERS, Region 3 Board Member; ALBERT T. PIMENTAL, Secretary-Treasurer; T. ALAN HURWITZ, Region 1 Board Member; DR. HARVEY J. CORSON, Region 3 Board Member; BETTY VAN TIGHEM, Region 4 Board Member; PETER M. GREEN, Region 4 Board Member; JOHN BUCKMASTER, Region 2 Board Member; HERB PICKELL, Region 2 Board Member. BOTTOM LEFT: "The Split Cube" sculpture at the main entrance of National Technical Institute for the Deaf visualizes education as a process which teaches students the art of analyzing, taking apart and putting together knowledge and information in new and creative ways. BOTTOM RIGHT: The Rochester School for the Deaf is one of the country's oldest schools—serving the deaf community in central western New York State since 1876. Over 225 students receive an education from RSD each year. (Art-design credit: NTID art and graphic art students.)

CONVENTION PHOTO CREDITS: ROD THOMPSON



Robert Humphreys, Commissioner, Rehabilitation Services Administration, U. S. Department of Health, Education and Welfare, is shown addressing the NAD Convention banquet. Lisa Marshall is interpreting.



DISTINGUISHED SERVICE AWARD PRESENTATION—Dr. Edward C. Merrill, Jr., (left) is proudly displaying the plaque which recognizes him as the 1978 NAD Distinguished Service Award winner, with the presentation being made by NAD President Mervin D. Garretson.



ROBERT M. GREENMUN AWARD—Max Friedman of New York City (left) is presenting the 1978 NAD Robert M. Greenmun Award to Gary W. Olsen in recognition of his outstanding service and achievements as president of the Indiana Association of the Deaf.



Left: Notice the state flags on the platform as the background for the address by Lawrence K. Grossman, PBS president. Right: A closeup of PBS President Grossman explaining Line 21 (hidden captions), with Lisa Marshall interpreting.



KNIGHTS OF THE FLYING FINGERS AWARDS—At the left Immediate Past President Jess M. Smith is presenting Alice Beardsley her KFF Award. At the right, Father Gerald Howell of Louisiana is accepting his honor.



Left: Ralph H. White, Incoming NAD President, receives his KFF Award from Jess M. Smith in recognition of his outstanding direction of the 1976 NAD Convention in Houston, Texas. Right: Banquet Master of Ceremonies Phil Bravin of New York City is delivering one of his jokes.



CONVENTION PHOTOGRAPH—As most everyone is aware, getting convention-goers to assemble for the traditional convention photograph is a next-to-impossible endeavor. Nevertheless, at Friday noon these "faithfuls" cut short their lunch hour to pose on the steps outside the Americana Rochester Hotel fronting on the Genesee River.

Superintendent South Dakota School For The Deaf

The South Dakota Board of Regents invites applications and nominations for the position of Superintendent of the South Dakota School for the Deaf. The school enrolls approximately 110 students (K through 12) with approximately 40 professional staff members.

Qualifications for candidates should include:

1. Demonstrated administrative experience in educational institutions or comparable experience.
2. Education and experience in the field of education of the deaf.
3. Capacity for effective leadership.
4. Ability to sign preferred.

Applications and/or nominations should be submitted with a resume of qualifications to:
Chairperson of the Search and Screening Committee

South Dakota School for the Deaf
Sioux Falls, South Dakota 57103

Letters of application must be postmarked not later than September 30, 1978.

Meet Cover Designer JOSEPH VISCARDI

The fresh new look on the cover of this month's **The Deaf American** is the work of graphics designer Joseph Viscardi, Jr. who earned his bachelor of fine arts degree through the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT), Rochester, N.Y. Joe's development in communications design has been so outstanding that a few months before graduation he had several companies bidding for his talent.

Five years ago, with little background in art other than what he picked up in high school, Joe entered NTID's Summer Vestibule Program. That summer's introduction to college life showed him he had an unusual talent for art. In the fall, Joe began a year's pre-program, called "Introductory Art Major," at NTID to prepare himself for entry into the College of Fine and Applied Art at RIT as a cross-registered student.

Joe's work on the cover design for **The Deaf American** was one of his assignments for the NTID Art Department's In-House Co-op program. The program helps students majoring in art to gain "hands-on" work experience for real clients within RIT, NTID, and the Rochester community. For example, students learn how to ask the right questions, write up job tickets, set up a production team, and supervise the entire job through to completion.

Joe created the new cover design for **The Deaf American** after many attempts, and for some fairly specific reasons. "I wanted the masthead design of the magazine to reflect the strength of the deaf community. To accomplish this, I chose good, firm letters set in a clean, modern typeface. The final design is the one I felt most comfortable with. I really think it's an important design for an important magazine."

Another project Joe worked on for the Co-op program was a total graphics identity program for the town of Henrietta, a suburb of Rochester, N.Y. His work also included a visual identity manual for the town to direct the implementation of the program.

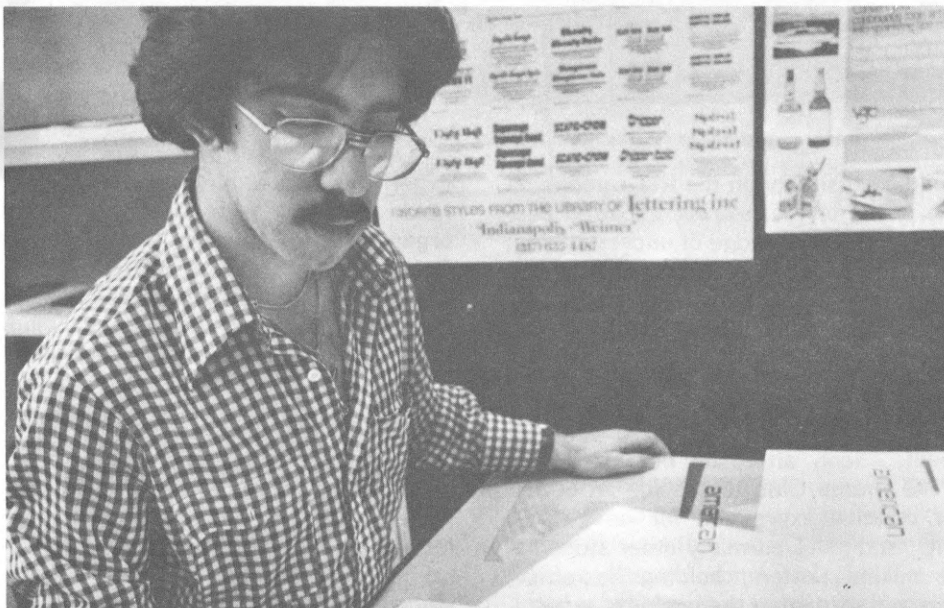
Joe's career counselor and advisor, Jack Slutzky, says he's an unusual student: 'He's a fantastic person who's not intimidated by hard work. He puts out as much as the job needs in a really solid effort.'

Jack says Joe 'has developed an outstanding level of personal confidence over the last five years. "When he first came here he was what I call a nudge"--a yiddish term for a pest. He'd want to check everything with you before he started a job...and at every stage of the job's development. Now he's so confident and enthusiastic, he makes others feel really comfortable around him.'

Joe enjoys bicycling in his home town of Whitestone, N.Y.--a suburb of New York City. 'I like New York,' he says. 'I can't explain why I like it...I just like it. When he's not cycling, he likes talking with friends and, in quieter moods, oil painting

Joe feels it will take him about two years to find out what he likes to do best in the graphic design field. He plans to begin that search in one of New York's graphic design firms--perhaps an advertising agency.

"Wherever Joe decides to work," Jack Slutzky notes, "he should do well. His personality of wanting to please people and the development of his skills has brought him to the fine position he's in today...and it'll be a big advantage for him in the business world he's entering."

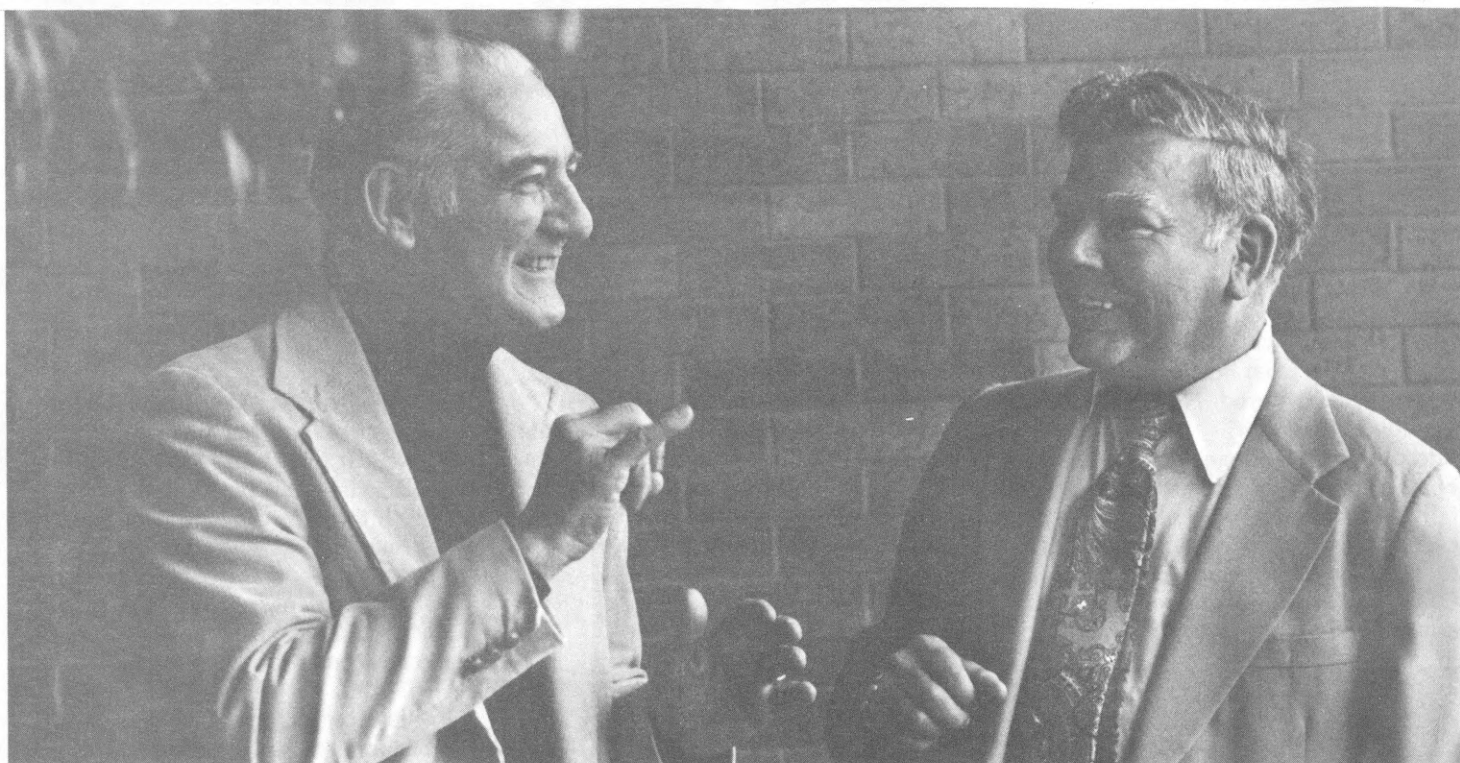


Cover designer Joe Viscardi, a graduate of NTID, chose the new masthead for **THE DEAF AMERICAN** "to reflect the strength of the deaf community."

two reflections: TEN YEARS OF PROGRESS

This year the National Technical Institute for the Deaf (NTID) in Rochester, N.Y., celebrates its Tenth Anniversary of service to deaf students. The only technical college for the deaf in the world, and one of nine colleges of Rochester Institute of Technology, NTID has an outstanding faculty that has national prominence.

The Deaf American magazine asked NTID to talk about two of the original staff members to share their views on deaf education and reflect on their 10 years with NTID.



NTID staff members Bob Panara and Ross Stuckless were among the first faculty of NTID, now celebrating its Tenth Anniversary.

BOB PANARA

At age 10, Bob Panara, professor of literature at NTID, was yanked into the world of silence: spinal meningitis raised his body temperature to 107 and burned out his auditory nerve. Thereafter, his constant companion became the ringing in his ear--"Tinnitus," he called his "speaking friend."

When Bob joined the NTID staff in 1967--the first deaf person to join the professional staff--he at once became a good will ambassador to Rochester Institute of Technology (RIT) students. He frequently gave talks on deafness and communicating with deaf people to help

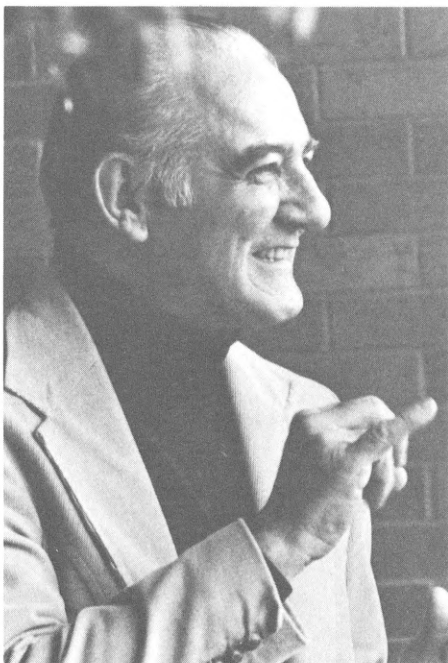
build a sensitivity on the RIT campus to the needs of the hearing impaired and created an early bridge of understanding. More than 125 RIT students accepted his initial invitation to learn manual communication.

Bob established NTID's English Department, selected the staff and trained them. Soon after, he organized the NTID Drama Club to provide an outlet for creative expression for deaf students, and involved many other students in making posters, holding box-office jobs and managing the business aspects of theatre sales. His goal, as he puts it, was to "give students as much hands-on

experience as possible in whatever their field. He spoke to any community organization that would listen to him--Rotary, St. Paul's Church, The Chatterbox Club (a women's social group), PTA groups. Eventually, the Drama Club grew into the NTID Experimental Theatre.

ENHANCING THE IMAGE

One of Bob's goals has been to try to enhance the image of deaf people to show they're fully qualified in their profession. In his own case, he's a successful teacher of both deaf and hearing students at RIT. He teaches Shakespeare, Great World Drama and the Contemporary American Novel. He's devel-



Bob Panara

opened two courses: Deaf Studies--which draws parallels between deaf characters in literature and living deaf people--and Creative Interpretation of Literature in Sign Language.

As a good-will ambassador, his efforts have paid off. Today, for example, in one NTID dormitory more than 150 of the 700 students are hearing students who chose to live there because of their friendships with deaf students and their interest in deafness.

When Bob looks back on his 10 years with NTID, he sees it as an opportunity that comes only once in several lifetimes. As he puts it, "I see my work here as opening doors for people--opening the way for other deaf people to learn and develop in a primarily hearing world. In a sense, he considers his 10-year experience at NTID in the words of one of his favorite poets' works--Robert Frost's "Mending Wall": "Something there is that doesn't love a wall, that wants it down..."

One of Bob's former teachers at Gallaudet College, Dr. Powrie Doctor, told him "I believe your niche in life is to be a teacher of the deaf." Bob says it was the best advice he ever got--and it helped him develop a satisfying and rewarding career. "I try to pass this philosophy on to students--that they should do something with their lives that will be rewarding and satisfying."

ROSS STUCKLESS

In the 10 years NTID has served the deaf community, the faculty and staff have completed over 130 major research projects.

Today, with over 40 full-time research specialists, it takes a special assignment to keep track of it all to coordinate the total research efforts. That's Ross Stuckless' job. One of the original members of the NTID staff, Ross now directs the Office for Integrative Research.

In 1967, as one of its associate professors Ross helped the University of Pittsburgh write its proposal to bring NTID to that campus. However, the Department of HEW chose Rochester Institute of Technology as the site. Drawn to the highly progressive and innovative idea of NTID which was to function under the guidance of one of his former instructors, Dr. Robert Frisina, Ross decided to join the NTID staff.

"I've not been disappointed in any way," he notes. "In fact, I'm probably even more excited today than I was then. Right now, we're on the verge of bringing our work for the past 10 years to fruition--nationally. We're now ready to make substantial, direct contributions to the education of deaf people in many places beyond NTID."

Ross notes that the past 10 years have given the entire NTID staff the chance to look at important subjects such as: the right way to assess communication skills and needs and use that knowledge to prescribe instruction; the probable effect of allowing large numbers of deaf students to enter the mainstream of education; what educational programs seem to work best for deaf students. Much of that research, he feels, can now be applied to hearing-impaired students, not only in regular high school but college classes as well.

New System for Note-taking

One example of this, he says, is NTID's system for note-taking. The special approach has been field tested in CLEVELAND, Ohio schools. It's been so successful that over 25,000 sets of NTID's "Note Taker" have been sold at cost--\$7.00. (The self-contained notebook lists 10 suggestions for taking goodnotes. A hearing student who takes the notes simultaneously makes a second copy for a deaf student--without the mess of carbon paper.)

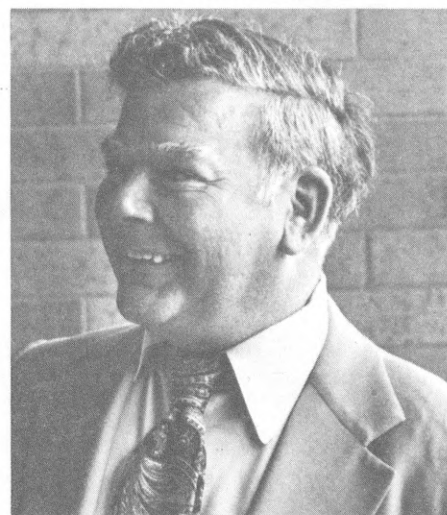
Ross also believes that tutoring will grow in importance to deaf students as they move into the hearing environment. "We've learned some valuable ideas about what makes a good tutor for the deaf student, and the best courses to take. For example, we now know that

some students are simply unlikely to profit much from courses and disciplines that rely a great deal on communications skills. So, for these students, it's better to take courses based upon their abilities in other areas. We've now developed fairly accurate ways to find out just how comfortable a deaf person is with communication skills."

One reason tutoring is so important, Ross notes, is that many deaf students tend to lag behind hearing students in their reading skills. "But we live in a reading world," he points out, "and so the only approach that will really help the deaf student gear up quickly to survive in that world is to develop reading skills as soon as possible. This can supplement the tutoring, but it's extremely important."

Better Use of the Eyes

Furthermore, reading depends upon good vision and NTID research has shown the special importance of good vision on deaf people--more so than anyone might have guessed. "We used to focus our attention primarily on the



Ross Stuckless

ear as the central means of processing speech sound," Ross observes, "and little on the role of the eye. But we now know that a deaf person's vision is no more acute--and probably less acute--than a hearing person's. So we've got to promote greater attention to the processing of language with visual aids and show the deaf person how to use his or her eyes to better advantage."

Both Ross Stuckless and Bob Panara have an obvious mission in life--to open all kinds of "doors" for deaf people to enter and enjoy all aspects of the world they live in. It's clear that their work at NTID during the last 10 years has opened quite a few doors already.



***Steve Jamison helps
deaf students translate
computer language into
meaningful careers.***

Dr. Steven Jamison of IBM, himself handicapped, is helping other handicapped people—deaf college students—to learn computer programming and to enter the business world.

For the last several years Dr. Jamison has traveled all over the United States recruiting deaf college students for a unique IBM summer program that provides valuable on-the-job experience. As a result, all of the people who have participated in the program and graduated from college are now employed as programmers with various firms.

Steve Jamison has not only helped



many deaf persons begin productive business lives, he has helped American business, government and industry gain many useful new employees.

We're proud of what he's accomplishing and pleased we're able to help.

IBM®

An Equal Opportunity Employer

One of a Vanishing Craftsmen . . .

ABE BARASH: Deaf Shoe Rebuilder Extraordinary

By ROBERT PAGEL



An outside view of Abe Barash's shoe repair shop in Madison, Wisconsin. Some idea of the small size of the shop can be obtained by comparing the building with the autos parked on either side.

Suppose you take a look at the soles of your shoes. There are some holes there, right? No problem. Just mosey on over to Abe's Shoe Repair Service at 1107 Regent Street, Madison, Wisconsin and Abe Barash will fix you up good as new. Probably better than new, for that matter. For, you see, Abe is a master shoe rebuilder the likes of which are few and far between these days. And, since Abe is never satisfied with just the ordinary, he combines top quality materials with top quality workmanship to produce a top quality job.

The story of Abe Barash is the story of an immigrant who came to this country at an early age and eventually made a successful life for himself and his family while being his own boss.

Abe's parents were natives of Russia. To escape war there, his father came to the United States and his mother went to Poland to find a job. It was there that Abe was

born in 1913. But it was 1921—eight years later—before Abe, his mother and his sister got to the U.S. to be reunited with his father.

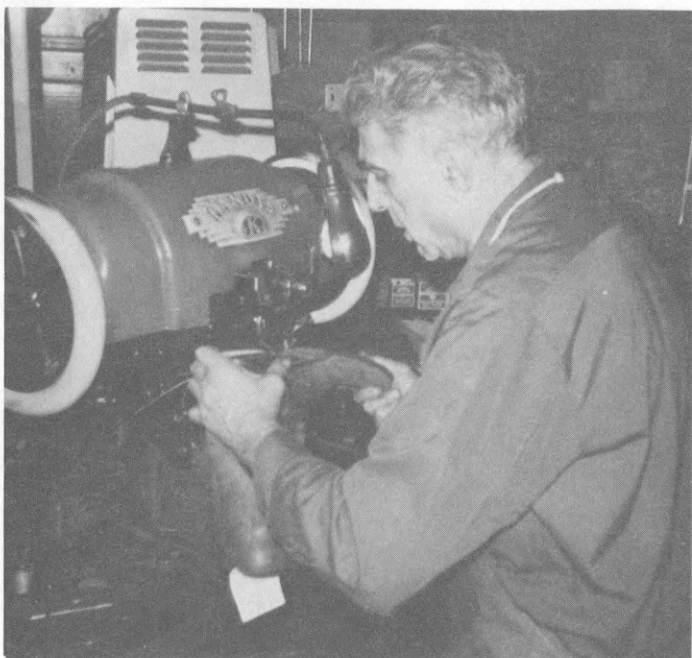
After the family settled at Fond du Lac, Wisconsin, Abe attended an oral school there for six years, 1921-1927. He then went to the Wisconsin School for the Deaf at Delavan where he learned the shoe repair trade. Woodworking and printing also shared his time there.

But shoe repairing was his first love when he went back to Fond du Lac. There he set up in business for himself in 1935. After several months he felt he could do better in Madison by getting the business of the University of Wisconsin students. That decision was one of the best he ever made because, to this day, University students still provide him with a large share of his business.

This fall, 1978, Abe will have rounded out 42 years in the same location in Madison. After renting one small building as his shoe shop for five years, he bought it, along with another adjoining small building. The extra building was rented out for many years until, about five years ago, Abe took it over for expansion of his shoe repair business. He also owned two nearby houses for a long time.

Over the years Abe has had three assistants helping out in his shop. Two of these were deaf and one hearing. One of the deaf workers helped out during the day for a time when Abe was working the night shift in a defense plant back during the early 1940's. But, for one reason or another, they have all moved on and Abe is alone again now.

Abe has no "specialties" in his business. He is simply an expert at fixing all things leather and rubber; however, special mention must be made of his "invisible" half-soleing. This is something in which he truly excels, and which very often puts the factory sole job to shame. It takes a good eye to find the dividing line between old leather and new when Abe resoles some shoes. He also does corrective shoe repairing, some of it under prescription from several Madison doctors and hospitals. And the fact that he is certified by the National Registry of Orthopedic Shoe Servicemen speaks for itself.



Left: An old standby in the shoe repair trade, the Landis Stitcher, is used here by Abe to sew some leather soles on a pair of boots using waxed thread. Right: Here Abe does some final trimming on a half-sole job before giving it his expert "invisible" treatment.

Besides University students and townspeople, Abe can count among his customers many from the upper echelons of University faculty, government people and other professionals. One example of how well satisfied they are is this testimonial from a Columbus, Ohio, architect who had occasion to have his shoes repaired by Abe while visiting in Madison several years ago: "... I felt compelled to drop you a line to express my complete and sincere satisfaction in a job well done. Never have I seen such excellent workmanship as you produce. I sincerely appreciate the attention I received, for which I commend you."

Another feather in Abe's cap—if it can be called that—is the fact that the competition hasn't fared too well over the years, alongside his reputation. At one time there were five or six other shoe repair shops in the general area; today there are only two.

A firm believer in quality first, last and always, Abe bemoans the way many people are short-changing themselves nowadays by buying shoes and boots made of cheap plastic. Many of these are imports and when people find out they can't always be repaired, they wish they had bought a better-quality product to begin with.

Another thing which Abe does not care for are women's high heels, which are now coming back into vogue again. While he replaces many tips on them, he thinks they are bad for posture and can cause serious back problems.

Being a solid family-oriented man all along, Abe must have had much to offer in order to persuade his wife Hilda to leave school to get married before she graduated. She had been attending Madison Central High School following elementary school at Lapham, an oral school for the deaf also in Madison. After marriage she then worked at the county courthouse for two years as a typist on naturalization papers before deciding to devote full time to being a housewife and mother.

A son, Dr. Harvey Barash, is an orthopedic surgeon on the staff of Jackson Clinic and Methodist Hospital in Madison. After obtaining his M.D. degree at Albert Einstein Medical School, he served residencies at St. Luke's Presbyterian Hospital (Chicago), Rush Medical Center and the University of Illinois. Being the son of deaf parents, Dr. Barash is naturally fluent with the sign language and is well-known and popular with the deaf in the area. It was through his efforts that a TTY was installed at the Jackson Clinic for the use of deaf patients needing appointments.



A University of Wisconsin student, Mancy Mohr, takes advantage of Abe Barash's vast knowledge to have a pair of shoes put back into good condition.

Abe and Hilda also have a daughter, Eve Dicker, of Milwaukee. She is very much involved with the deaf, being Supervising Teacher, Total Communication Track, Deaf & Hard of Hearing Program, in the Milwaukee Public Schools. Also fluent with the sign language, Eve has been extremely active in Registry of Interpreters for the Deaf affairs, both on state and national levels. She has degrees from Washburn University and Gallaudet College, plus a counseling certificate from the University of Wisconsin-Milwaukee.

Another one of Abe's family deeply involved with the deaf is his son-in-law, Dr. Leo Dicker—Eve's husband. He is Coordinator, Teacher Training Program for the Education of the Deaf at the University of Wisconsin-Milwaukee. Dr. Dicker sort of "backed into" involvement with the deaf through his marriage into a family with deaf parents. Also active in RID affairs and the promotion of total communication, Dr. Dicker holds degrees from the University of Wisconsin-Madi-

(Continued on Page 26)



Left: Rubber heels are easily and quickly attached to shoes by use of the Auto-Soler, a machine which uses nails cut from a roll of wire. This machine gets a lot of use from Abe. Right: To put a final smooth finish around the edges of soles and heels, Abe here uses a Landis Finisher. It is another of the machines which have given him many years of service.

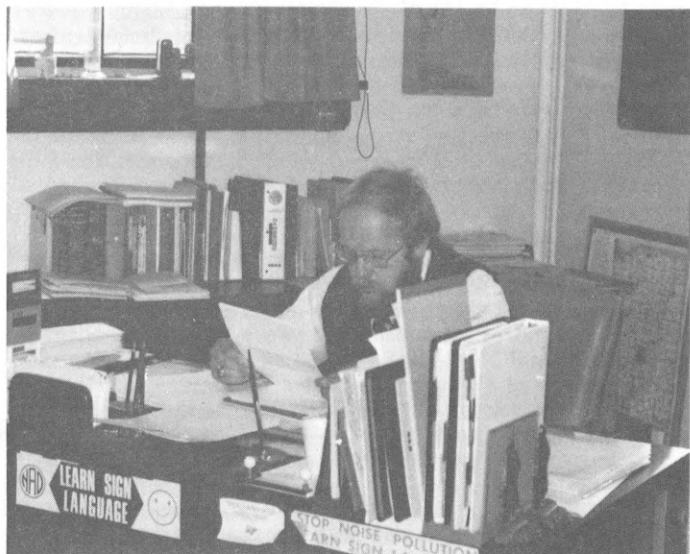
Gary W. Olsen Assistant Executive Director NAD Branch Office

Gary Olsen, the NAD's new assistant executive director for state affairs, hails from a country full of Swedes: Nebraska. Although the family lived in Grand Island, Gary spent much time on farms and still thinks of himself as a transplanted farm boy. After losing all his hearing at age 7½ years from a bout with spinal meningitis, he transferred to the Nebraska School for the Deaf, graduating in 1960. He received his bachelor's degree from Gallaudet in 1965. His college sweetheart, Edna Forestal, graduated in 1966; they were married the day before Gary got his master's from Gallaudet in 1967, and the couple accepted teaching jobs at the

Indiana School for the Deaf, where he was prevocational supervisor at the time he resigned to become director of the NAD's first branch office. Edna continues as a high school teacher. Gary was Indiana Association of the Deaf secretary and later president and continues on the board. He was Indiana Junior NAD advisor for 11 years and is currently chairman of the Indiana Vocational Rehabilitation Services Deaf Advisory Committee, a member of the Mayor's Advisory Council on the Handicapped, vice president of the council of Volunteer Organizations the Handicapped (COVOH), a state-side coalition of 88 disability groups, and is founder and has

been camp director of the Youth Leadership Camp for the past nine years.

The Olsens have three children, appropriately named Olaf Jens, Brita Jennifer and Eric Lars. A man of boundless energy and zest for life, Gary Olsen somehow finds time for his demanding job at the school, the Junior NAD Camp at Swan Lake and his many other NAD and IAD responsibilities while still giving his family a full share of attention. When time permits, he relaxes in his elaborately equipped woodworking shop, where he constructed much of the furniture in the Olsen's hillside home in northeast Indianapolis.



Gary W. Olsen, Assistant NAD Executive Director for State Affairs, who is in charge of the branch office in Indianapolis, Indiana.

PETERSEN: Gary, we both moved to Indianapolis to accept new jobs in 1967. Since then, I've watched you rise in state and national affairs. What was the most important factor in reaching your present level of prestige and influence aside from your personal ambitions and drive?

OLSEN: Well, I need to ask for some extra time and space here because I feel I am basically part of all who I have met. In other words, the important factor contributing to my present position has always been deaf models who have inspired and/or encouraged me to make the best of myself. I remember vividly Charles Falk, a long time deaf teacher, leader and friend at the Nebraska School for the Deaf, who once quoted Ben Franklin to me and it went, "Make use of your potentials, for good they were made; what's the use of a sundial in the shade?" Another inspiration to me has been the teaching and leadership of George Propp who taught me how to aim high and strive for excellence. While I was young, many well known "old timers" really turned me on. Among them were deaf greats like Roy Stewart, Robey Burns, Vernon Cherry and Byron B. Burnes and Dr. Peikoff, just to mention a few. While in college, inspirational teachers and leaders helped me see the way and got me involved in the scheme of things. For Hal Domich (professor), John Kubis (sports) and Frank Turk (leadership), I am most thankful. But much is also due to

the fine leaders who are still crusading for the rights of the deaf. They have been very inspiring as living deaf leaders. Fred Schrieber really got me involved in the NAD when I was in college working with the Student Body Government. I recall him telling me, "Talk's cheap, let's do it!" Merv Garretson has always been a great friend and the type that wants you in, then lets you in and do your thing with his help. I have never met a man like Jack Gannon, who always says (and practices it), "Look at the bright side of things." This has motivated me to look for the better parts of things.

PETERSEN: It's easy to see you owe a lot of these models. What were some activities that contributed to your personal growth?

OLSEN: As I said, most of all it was involvement in many endeavors, both large and small. Setting up the DCAD-GC chapter of the NAD, establishing G.C.'s chapter of the NFSD-155 Frat Division, taking a large responsibility in the 1965 International Games of the Deaf (now World Games of the Deaf), serving on NAD committees, the Youth Leadership Camp (YLC), participating in the growth of the Jr. NAD. Being given the opportunity to be involved and assuming many responsibilities has had a tremendous impact on my personal growth which has led me to believe, "I can because I believe I can." Also, I feel the many opportunities I had to sit down and just "rap" with deaf leaders outside project activities contributed much to my growth. The importance of years and years of "small talk" cannot be overestimated.

PETERSEN: I realize some people make their own opportunities; but, speaking in generalities, it seems to me deaf youth mainstreamed in hearing schools will find it harder to get involved and to round out their education through social interaction and leadership training. Since mainstreaming seems to be the thing in education of the deaf today, what can we do to give young deaf people some of the opportunities you had?

OLSEN: First, mainstreaming isn't new and, second, to express my feelings bluntly, it isn't going to solve anything, only mess up the deaf kids more. In fact, it is doing more harm by depriving the deaf child of his birthright to a full fledged educational program which is especially designed to prepare him for a place of his own choice under the sun. Many programs claim they do offer programs to

The NAD Branch Office in Indianapolis is at the following address: 445 North Pennsylvania, Suite 802, Indianapolis, Indiana 46204. The telephone (TTY) number is 317



Gary's family: Brita Jennifer, Eric Lars in his mother Edna's lap and Olaf Jens. This picture was taken in the backyard of the Olsen home. Note the gambrel-roofed minibarn in the background.

involve the deaf; but, lo and behold, when you look into what they're talking about, it is usually a farce to place a deaf person in a hearing group, or a classroom. It is the self-image, self-motivation, interpersonal relationships and social reaction as well as having models to look up to that isn't there, and I mean this in the true sense of the words. It is all artificial, not at all comparable to what is offered in the residential schools. Where are the models the deaf children can look up to and be inspired by?

PETERSEN: Do you feel models are important to adults as well as children?

OLSEN: Sure, It's a fact of life! Ask any deaf person, either an adult or a student. This is the prime reason for the existence of the Jr. NAD across the country. Even deaf youth models have a place in society.

PETERSEN: When and how did you become involved with the NAD?

OLSEN: Way back in my salad days during the changing 60's. I was among those who felt the only way to help ourselves and others was to see constructive changes and there we were, bringing in the real world into our college life. That's what it should be, anyway. So we got with NAD, NFSD and the National Student Congress, since we felt we needed to know what lay ahead. Another example here is that when I was GC representative to the Washington and San Francisco NAD Conventions, many of the NAD leaders, for example, Jess Smith and Don Pettingill, gave me and other young people active, meaningful roles in the conventions. Fred Schreiber really taught me a great deal and I've learned to know the value the NAD has to the deaf people of America, regardless of their membership status.

PETERSEN: Why is the NAD setting up a branch office?

OLSEN: Over the last decade, NAD has had a continuous rate of growth, making tremendous progress on the national level in areas such as advocacy, consumerism and serving as a clearing house on information related to deafness. A general response to the question could be simply that the NAD wants to provide more direct and immediate services to the State Associations. According to a study made by the Committee on Services to State Associations, (CSSA), the specifics are:

1. Meeting national needs is a full-time job in itself; therefore, there is a greater need for full-time attention to be given to and for state associations and local people.
 - a. The branch office should absorb functions of CSSA, thereby transferring from a volunteer operation to a full-time professional operation.
 - b. Improved coordination of all NAD-state association relationships.

- c. Need for periodical visits to state associations for consultations.

2. A supportive service to state associations by:

- a. Being a training center
- b. Being an information center in assisting state associations with lobbying.
- c. Having workshops and grant operations center centralized.

PETERSEN: Who made the decision to set up a branch office?

OLSEN: Originally, the deaf people themselves. For a good number of years the people have expressed concerns for want of closer ties with the NAD. When the CSSA was established, it began to study the needs of the State Associations along with their members. It was found that the top priority was to have more direct and immediate services from the NAD to the states. The CSSA studied the feasibility of having four such setups, but since the costs would have been prohibitive, it recommended the representatives at the Houston NAD Convention approve of at least one office for a starter.

The idea was referred to the Ways and Means Committee for financial studies and then by floor action referred back to the CSSA for an in-depth feasibility study. However, a resolution was made to the effect that the idea be approved and be immediately implemented if the concept was deemed feasible by the study committee.

In December 1976, a feasibility study was made and after three days of deliberations the committee unanimously recommended such an idea and that it be implemented.

PETERSEN: How was the branch office director selected?

OLSEN: The feasibility study committee made a complete study and in the final report developed guidelines for filling the branch office director's position along with necessary qualifications.

Qualifications were:

Education: Knowledge of organizational operations, budgeting and program development. A college education.

Experience: At least five years' experience in community leadership and/or organizational work at the local/state and/or national level.

Other required abilities:

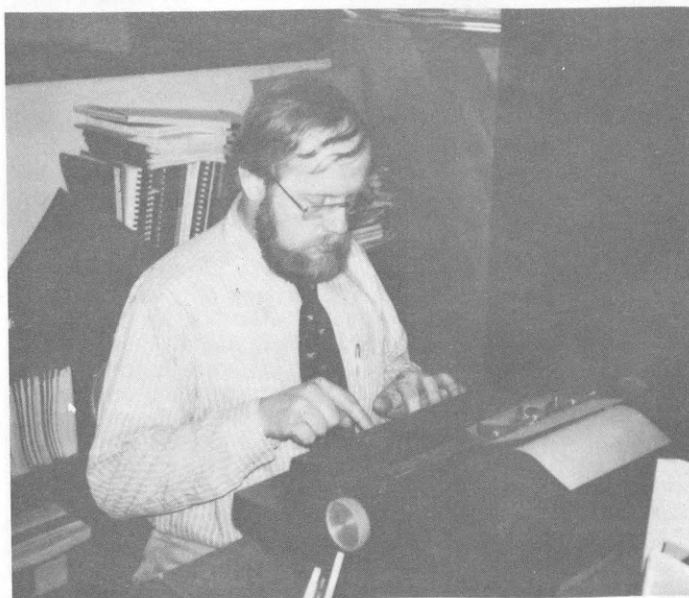
Ability to relate to state associations of the deaf.

Report with deaf people.

Ability to represent the deaf people as an effective spokesman.

Planning and organizational skills.

Proficiency in American Sign Language and evidence of commitment to the philosophy of total communication.



Gary has never mastered the touch system, but he manages to peck out an amazing number of letters in short order.

A position announcement was made in THE DEAF AMERICAN. The NAD had a screening committee to screen and select several prospective applicants. The selected applicants were interviewed by members of the interview committee and some NAD board members. Their selection was given to the NAD president, who made the final announcement.

PETERSEN: What operations and functions will be removed from the Home Office in Silver Spring?

OLSEN: Since the main purpose of the branch office will be to render direct and immediate services to the states and the primary thrust is towards development of more active state associations of the deaf and consumer-oriented activities, rather than activities of the National scope of the NAD Home Office, not much will be removed from the Silver Spring office except the *Interstate* and eventually the publications Division distribution center. Planning and administering of NAD conventions and conducting the leadership training programs as well as the regional conferences will also be transferred to the branch office.

PETERSEN: Where will the money for the branch office come from?

OLSEN: The branch office operations will be funded through the NAD operations funds. The operations fund is from sales, contributions and membership dues. The branch office will have responsibility to help increase sales, generate more donations and solicit more members which will make it self-supporting.

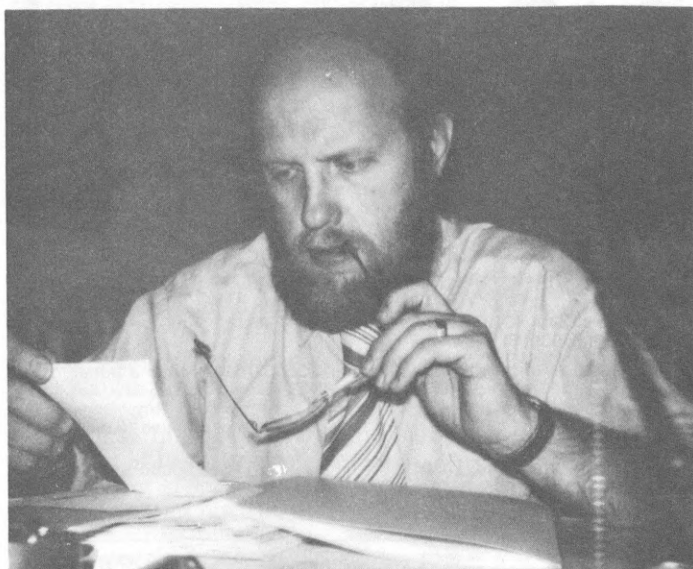
PETERSEN: Will the deaf people from all over the United States have access to services from the Branch Office, or only people from Region II?

OLSEN: The Branch Office is set up to serve all states and territories of the United States as prescribed in the bylaws. In no way is it to be tied to one region. Every state association will have the same access to the services offered by the Branch Office. The Branch Office will be working closely with those states that do not presently have any state associations.

PETERSEN: Are there any plans to set up additional branch offices?

OLSEN: Yes. This is the ultimate long-range plan. Eventually, we hope to be able to establish such offices in each region. The Branch Office will provide the help. Every effort will be made to encourage and help each state duplicate their Branch Office setup so they can have their own state office. This has for a long time been the dream of the deaf individuals—to have their own office in their own state run by their own people.

PETERSEN: Who will be your supervisor? How much independence will you have?



A stickler for details, Gary ponders an itemized list sans his customary reading glasses.

OLSEN: My boss? NAD Executive Director Dr. Frederick Schreiber. Actually, I will be operating with a Management by Objective plan (MBO) jointly developed by Dr. Schreiber and myself with approval of the NAD Board. However, the whole thing in the NAD nowadays is teamwork so we all will be working together very closely and that includes the new assistant executive director of national affairs as well as the Home Office staffers.

PETERSEN: Will you remain on the NAD Board?

OLSEN: No. When one is officially on the NAD payroll, he/she cannot be a full-fledged member of the board—the policy making body. My present term of office as a member of the board representing Region II expires at the Rochester Convention. My new duties will begin July 1. As assistant executive director for state affairs, I will attend the board meetings and be allowed to provide all kinds of input and at the same time obtain feedback on various projects and issues. I will simply be at the board's service.

PETERSEN: How many people will be employed in the Branch Office to start?

OLSEN: For the first few months, we'll have only one person in addition to myself. Then early in 1979 we hope to add another one as the work load increases. Eventually, more people will be added as the volume of work increases.

PETERSEN: How do you feel about leaving teaching?

OLSEN: To be honest, I did regret leaving classroom teaching six years ago! As prevocational supervising teacher, I didn't have the opportunity to teach in the classroom. But there are other courses we have to pursue in order to obtain maximum benefits for our deaf population. However, I feel I'll still be "teaching" as I'll be heavily involved in the NAD leadership programs, YLC and other future programs in store for the deaf people.

PETERSEN: To voice an old, personal concern: Do you think there is any danger of doing too much for the deaf?

OLSEN: Sure. But you have to be cautious as to what segment of the population you are referring to. For example, the professionals ought to be doing more for themselves and others by joining and supporting the NAD while the non-professionals more or less are victims of circumstances and need all the help we can give them; and they are entitled to it.

PETERSEN: As a member of the Council of Volunteer Organizations for the Handicapped, how would you rate the deaf in terms of standing up for their rights?

OLSEN: Very low, I'd say. But before we can actually say this, we need to look over the symptoms. The deaf are victims of circumstances, not being taught properly, not being involved, not being asked about matters that concern them. So what is new in this field? Anyway, we'll be seeing changes very soon.

PETERSEN: Has your association with other disability groups changed your personal thinking in regards to efforts to get an extra income tax exemption for the deaf such as is accorded the blind?

OLSEN: No, it has helped me see more reason why the deaf should be entitled to the extra income tax exemption. For one example, look at what it costs us to live in this technological epoch. It's outrageous! We're even deprived of access to the benefits of the byproducts of the technological discoveries. We're decent citizens paying our share of taxes yet being taxed more for many things we cannot benefit from and being deprived of many things that we rightfully should have access to. So why not the extra tax exemption?

PETERSEN: How do you find time for all your activities?

OLSEN: I believe in mastering my time, not letting time master me.

PETERSEN: Thank you, Gary. I hope some of the people pushing mainstreaming will read what you have said.

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Interpreter Evaluation — A Trainer's Prospective

By TOM FEDERLIN

Former Coordinator, Sign Language Interpreter Services, New York Society for the Deaf

For a number of years now, the Nation Registry of Interpreters for the Deaf has been awarding five different certificates to sign language interpreters throughout the United States. This examination which normally takes an hour has been revised over the years and has become more standardized, improvements have been made in testing materials, in scoring and in the designation and scheduling of the exam. However, little if any attempt has been made to train or instruct prospective evaluators of the exam. Consequently, the one thing that has been lacking is the uniformity of assessing interpreter skills by these evaluators.

Up until this time RID requirements to be on the evaluation committee consisted of; being certified, and that the committee be made up of five persons, three of whom were to be deaf and two hearing. With complaints as to the inconsistency of past examinations coming from a wide variety of sources including social workers, rehabilitation counselors and both certified and non-certified interpreters, a group of interested professionals formed an evaluation committee in New York City.

Since the Coordinator of the Interpreter Services for the New York Society for the Deaf had access to a wide variety of resources, he was made chairman of both the committee and the training to be held. The basis for the training and the committee's formation revolved around the idea that a certified interpreter doesn't necessarily know how to evaluate, know what to look for in an interpreter or can, for that matter, function on an evaluation team.

In the spring of 1977, the committee began work on this problem. Teaching materials were developed, a list of prospective evaluators were contacted and training sessions began. During the month of July 1977, on a weekly basis, instructors met with the prospective evaluators and taught them how to conduct the evaluation.

Time was spent teaching the evaluator what to look for when evaluating an interpreter's skills such as: What is smooth/choppy fingerspelling? What is correct person (I vs. she/he)? What is good vocal quality? How to assess a person's knowledge of ASL and Signed English.

The training covered all aspects of the RID exam; the interview, the interpreting and translating of cassettes and the reverse interpreting and translating of movies of deaf persons conversing. A wide variety of teaching tools were used including group discussions, mock evaluations and role playing.

The course ended with both a written and practical examination of the evaluators skills. However, it was not

until January 1978 when the New York metropolitan RID was reactivated, and the mechanism for evaluating sign language interpreters was once again a possibility, that these newly trained evaluators had an opportunity to think about using their skills.

Following a number of organizational meetings, it was clear that reinstatement of a regular certification exam would be a high priority for the new chapter. In the spring of 1978, a new evaluation committee was formed and the prospective evaluators were once again contacted. A refresher course was planned, new instructors selected and teaching materials revised. The underlying principles remained the same: to establish a standardized basis for the evaluators judgments in assessing an interpreter's skills and to eliminate unprofessional interpreters.

This time the deaf community and

professional interpreting community were rewarded by all of this work. In June of 1978, the first NRID exam was given using these newly trained evaluators.

Unquestionably, the training program for these evaluators has been a great success. It has brought a new sense of pride and professionalism to the New York City interpreting community. Finally, an interpreter can step into an RID examination with the knowledge that his/her skills will be evaluated fairly and justly. Yes, the test will be a tough one, but the persons assessing the skills will have the knowledge and training to do so.

Hopefully, this will become a model for other RID chapters throughout the United States to begin to assume more responsibility in assuring the public that a Comprehensive Skill Certificate is indeed a Comprehensive Skill Certificate.

Opening For

Director of Communicative Skills Program National Association of the Deaf

Qualifications

Education: A college degree, preferably in the related areas of education, linguistics and psychology.

Experience and Requirements: At least five years experience in the Sign Language instruction field, including, but not limited to, teaching and administration. Certification as Sign Language teacher by Sign Instructors Guidance Network (SIGN) or eligibility for the certification examination as evidenced by meeting the Standards and Criteria. Experiences in development of instructional materials and media. Ability to write grant proposals and reports.

Job Description:

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4. Submit grant applications for funded support of programs and objectives.
5. Evaluate the training programs to ensure top quality training, and to ascertain high standards of trained Sign Language instruction among training program participants.
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Salary open, with customary fringe benefits.

Interested and qualified persons may send applications, together with a comprehensive resume, NO LATER THAN September 30, 1978, to:

Frederick C. Schreiber, Executive Director
National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

National Technical Institute For The Deaf Celebrates 10 Years



NTID MINI-CONVENTION—The National Technical Institute for the Deaf, Rochester, New York, launched its tenth anniversary celebration in April with a Mini-Convention. Over 500 alumni, friends of NTID and specialists in educating the deaf attended the two-day event.

This year the National Technical Institute for the Deaf (NTID), one of the nine colleges of Rochester Institute of Technology (RIT), celebrates its first 10 years of service to deaf students. NTID's commitment was etched into history in 1965 as President Lyndon B. Johnson signed the law creating NTID. He said at the time:

Deafness is not and need not be regarded as the handicap that men thought it was in the past. Given the opportunity to learn and to prepare themselves, the deaf can fill a wide array of useful and important positions in industry and professions throughout our society.

Intended to be an educational model for the world, NTID innovations have reached from the classroom to the theater, from advanced note-taking techniques to signaling devices that could warn students about the danger of fire. Some of the most noteworthy accomplishments:

- Classrooms resembling miniature auditoriums are clustered in groups of four around compact audiovisual centers. They have no windows, open doors or even a hint of outside sound or vibration. Thus, all attention is directed at the instructor, who uses an array of rear-screen and overhead projections, television, computer consoles, audio and video devices, along with traditional blackboards.
- A 97% student placement rate with employers after graduation.
- A system for note-taking so successful that NTID distributed over 2,000 sets of the Institute's "Note-Taker" throughout the country.
- A system for training full-time and part-time interpreters who provide

more than 35,000 hours of service each year.

- An Experimental Educational Theatre that promotes the personal and social developments of students and gives them broad communications experiences. It also gives them the opportunity to do everything concerning theatre technology, including construction, costuming, lighting and sound.
- An Instructional Television Department that produces captioned TV programs for the campus audience,

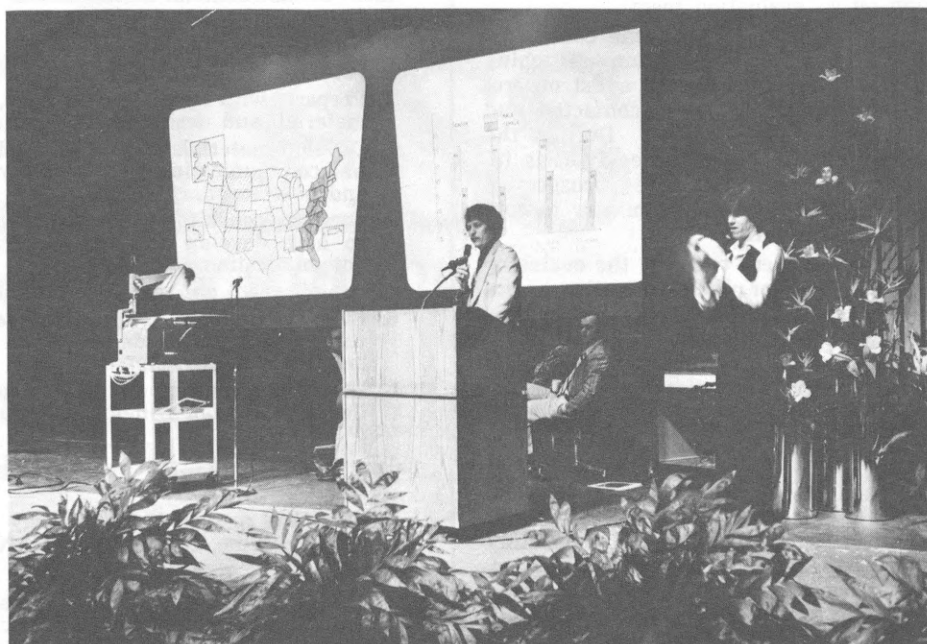
instructional programs for the classrooms; 24-hour broadcasts of the UPI newswire service and a special channel for student communication of personal messages and announcements.

- A more modern telecommunications center to help deaf students learn to use pay telephones and other telecommunications devices.

In the past 10 years, NTID has served as a practice teaching center for training teachers, instructors and rehabilitation counselors for the deaf. It has also been a remarkable research facility for studying the educational programs of the deaf. To date, NTID faculty and staff have produced over 125 papers.

Now, after 10 years of communications development operations, NTID is sharing the expertise of its faculty and staff on an even broader scale. Dr. William E. Castle, NTID dean and director, recently announced a new national program that will help integrate deaf students into the nation's general education process. Called "NTID Project Outreach," the program should make NTID the national center for aural rehabilitation and a top national educational resource for public schools and other institutions involved in helping guide deaf people into the mainstream of society.

In the years to follow, because of the efforts of faculty, students and staff, NTID's expertise will be shared even more fully throughout the world. And the beneficiaries of this sharing will be not only those in the deaf community, but many people with other handicaps, who yearn to grow in educational experiences previously denied to them.—William Repp.



Jim Biser, coordinator, NTID student recruitment and admissions, explains admissions process and the characteristics of entering students at the Institute's Third Annual Mini-Convention.

Utah Rehabilitation Division Sets Pace For The Nation In Providing TTY Services For Deaf People

By ROBERT G. SANDERSON

In 1974, with the employment of a full time communications specialist in the person of Robert Lunnen, the Division of Rehabilitation Services, Utah State Board for Vocational Education, accepted responsibility for the development and maintenance of a teleprinter/telephone communications system for deaf people. Probably the very first such system in the nation under rehabilitation sponsorship, primary emphasis was upon providing a means for the rehabilitation counselors working with deaf people to communicate with their clients, and for the field offices serving deaf clients to communicate with the central office in Salt Lake City where the statewide Unit of Services for the Adult Deaf is located.

The service met immediate acceptance by the deaf community. Acquisition of surplus machines from various sources—Western Electric, Western Union, ham radio operators and several private companies—made it possible to set up an operation for the complete overhaul, rebuilding, repair and maintenance of machines which after such service were donated to deaf persons. The fantastic growth of the system—from seven machines in 1974 to nearly 400 at present—placed an unmanageable workload on

the single serviceman, so the Division of Rehabilitation awarded a grant to the Utah Association for the Deaf for the purpose of training a deaf person in the total servicing of the machines.

After three years of hands-on training, plus formal training at the Teletype Corporation factory in Chicago, Norman B. Williams achieved competence and journeyman status in the overhaul, rebuilding and maintenance of Models 15, 19, 28 and similar machines. Servicing of the machines of deaf people is done without charge—comparable to the servicing of telephone sets by the various telephone companies without charge—other than for parts when needed and which have to be purchased.

Some problems developed when Federal regulations for rehabilitation of deaf persons were interpreted to mean that only clients of rehabilitation could be served. This meant that either non-clients would not be served whatever the emergency, or that every TTY user needing to have his or her machine serviced would have to be registered as a client. When this information reached the deaf community, a severe reaction occurred.

However, the Utah State Board of Ed-

ucation reaffirmed its support of the deaf community and its demonstrated need for telecommunications by providing, in its May 1978 meeting, sufficient state money for the employment of Norman B. Williams as a telecommunications technician beginning July 1, 1978. Dr. Walter D. Talbot, Superintendent of Public Instruction, made it clear to the president of the Utah Association for the Deaf, David Mortensen, that Mr. Williams would serve the general deaf community, non-clients as well as clients of rehabilitation. Mr. Lunnen is to continue serving clients of rehabilitation.

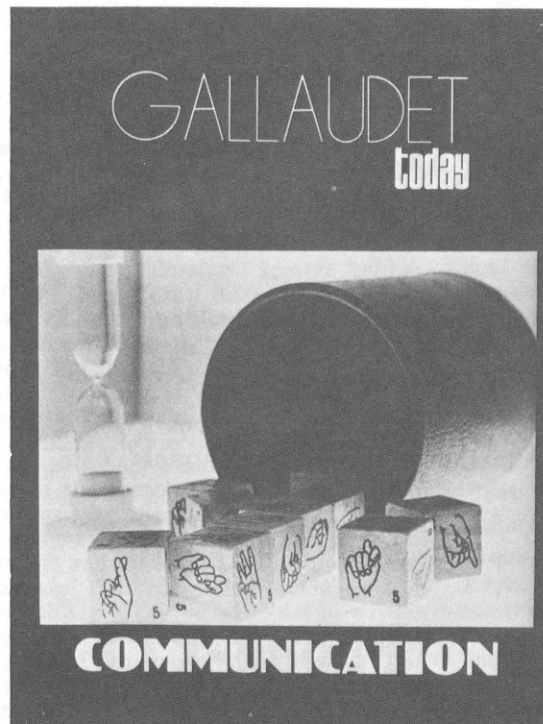
The effect is that there will now be two competent state-employed servicemen assisting the entire deaf community, statewide, in developing and maintaining the TTY system. With approximately 400 machines in use, and more than 10,000 deaf people in the state, it is obvious that considerable growth potential remains.

Problems remain also. One of the chief present concerns is obtaining parts for the Model 15 teleprinter, which are no longer manufactured. Dr. Robert G. Sanderson, who heads the Unit of Services to the Adult Deaf, is engaged in a continuous effort to scrounge parts and to find more machines.

A new generation of electronic communication devices, using both hard copy and lighted readouts, has come onto the market, giving deaf people a wider choice. High cost of the machines—from \$300 to \$600—as compared to the "free" donated surplus machines or older machines purchased at nominal cost, plus the cost of the necessary couplers which range from \$150 to \$175, still make the older machines most attractive to the deaf consumer. However, the size and convenience of the smaller electronic devices are favored by those who can afford them. It is not anticipated that the inroads of these electronic communicators will affect the TTY repair services described because of the tremendous potential market of nearly 13,000,000 deaf people, nationally, that still can absorb all available systems.

The Utah Division of Rehabilitation Services has most of the various devices in use in its offices, meeting both the requirements of Section 504 of the Rehabilitation Act of 1973 as amended and the needs of the deaf community for a central location where the various machines can be examined and tried out by individuals who are seeking those which best meet their personal needs.

Dr. Harvey C. Hirschi, Administrator, DRS, has given strong support to the development of the TTY services within the framework of Federal legislation.

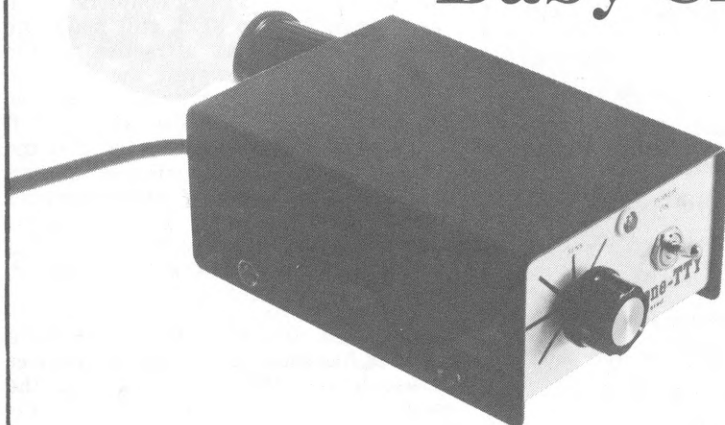


The quarterly magazine of Gallaudet College: focuses on the programs and activities of the world's only accredited liberal arts college for the deaf and speaks out on issues affecting the needs and rights of all deaf people.
Subscription: \$3.00 a year in U.S., \$4.00 elsewhere. For a sample copy write to the Office of Alumni/Public Relations, Kendall Green, Washington, D.C. 20002.



VISITORS FROM EGYPT—Many important foreign visitors have visited the Helen Keller National Center for Deaf-Blind Youths and Adults at 111 Middle Neck Road, Sands Point, New York. Recently three distinguished visitors from Egypt toured the Center. From left to right in the above picture: Mrs. Zeinab M. Ismaeili, Gamal Khalid, Dr. Robert J. Smithdas (director of Community Education at the Center) and Rashad Abulazm. Mrs. Ismaeili is from the Egyptian Ministry of Education; Mr. Abulazm from the Center for the Deaf in Egypt. The three visitors spent a full day observing the facilities and gathering information while working on a project in conjunction with the U. S. Department of Health, Education and Welfare.

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Diary Of Frances "Peggie" Parsons... as condensed by HORTENSE AUERBACH

Note to readers: I regret the long delay in sharing excerpts of Peggie's adventures of more than a year ago. Her diary is much too long to include in *THE DEAF AMERICAN* "as is" . . . my first attempts at merely condensing it were not successful because then there would be at least 30 long installments! SOMEDAY, perhaps, her diary can be printed in book form. Until then, I will try to give readers the "human side" of her odyssey.

January 1976—IRAN

My hostess was Julia Samii and I stayed at her home on a snow-covered mountain slope outside of Tehran. She, her husband and three younger sons occupied their rambling mansion while the second oldest son and I shared the guest cottage where I nearly froze to death! Some doors in the mansion had no locks; others had locks but no doorknobs. That made me somewhat nervous while dressing and undressing. Unable to sleep well the first night, I got up at six to do Yoga sun-salute exercises but that didn't warm me up and I became dizzy from the high altitude.

After a long, speedy ride down the serpentine road from snow-covered slope to smog-covered Tehran, I breakfasted with two nuns from Iraq and a visiting priest from Australia.

Our next stop was the National Organization for the Welfare of the Deaf where Julia works. At present she is supervising some women who are drawing signed Farsi in nursery rhymes and children's stories. She is also training them to become primary level teachers of the deaf through total communication. Words could not express my happiness at the success of my work here 1 1/2 years ago.

On my arrival, Julia had introduced me to Alice Burch, daughter of deaf parents, Mr. and Mrs. Townsend of Florida. Alice is teaching English to deaf Iranians through Signed English.

A typical meal in Iran: spiced herb tea, coo-coo sabzi (chopped greens fried with eggs), ta kik ("bottom of the pan"), adas pileu (lentil plate), etc.

Fridays are "Sundays" for the Tehranians so I slept until 9:00 and then tried Yoga exercises on the thin, tightly woven Persian carpet. I soon gave up because the ice-cold floor made my teeth chatter. I jogged across the courtyard under a full moon instead and plopped, panting, on my bed.

At the school where Samineh Baghcheban is the director, signed Farsi is encouraged for the Farsi-speaking children and Signed English is used for the eighth graders and up when they begin learning English. This is living evidence that deaf children can be bilingual in written languages and in sign language.

At the Baghcheban School for the Deaf, I observed Alice teaching three different classes using Signed English. (English, as a second language, is being introduced for the first time to deaf Iranian students in the upper grades.) Alice is a born teacher and very dedicated. Her students began English lessons only three

months ago and attend classes in English for only a little over an hour twice a week but they not only used signed English quite fluently but were also able to speak it almost perfectly!

I watched Alice teach all day and kept marveling at her skill. Her dynamic personality and energetic attitude captivated her students. She and Julia, both Americans, are women to be admired since they have done a great deal for the education of Iranian deaf children.

After a whole week, no stomach ailment! Alice said she was very sick for days after she first arrived and had to put her bed in the bathroom! She warned against eating skins of fruit or lettuce, explaining that polluted water from open ditches is tossed over the food to keep it fresh. She dips lettuce and other raw food in medicated water for 10 minutes before eating. Prices here are worse than in the states: sky-high rents, often \$600 a month for houses with poor heating systems, a bottle of Mazola oil costs \$3.50 and a box of cornflakes is \$1.80!

Iranians are seldom in a hurry so delays are common, and for my first film showing the projector we had ordered did not arrive! Julia lost her temper, an unheard of thing for that sweet, gentle lady so we finally secured a projector. I showed "They Tiptoe Around Whispering," "Total Communication" and "A New Sound in Education."

On the way to a party after the film showing, some Iranian women asked me about my deafness and my parents' reaction to it. They were stunned when I told them my mother didn't realize I was deaf until I was five years old . . . she thought I was just stubborn! Julia gave me a long, hard look and then said, "Your mother said a mouthful. You are stubborn!"

Just a few more words about Samineh Baghcheban . . . her dream is to see branch schools established everywhere. She now has two schools and the Empress of Iran has donated land for a large new school. She has a master's degree from Clarke School, but believes in using oral training with the help of Signed English and Farsi and is more than ready to accept this for all ages. Alice is trail-blazing by using sign language and training two interpreters to take over her work when her husband is transferred, all with Samineh's full approval and cooperation. More power to Julia, Alice and Samineh.

I fell and chipped a bone in my foot so that made things more difficult and we had to postpone part of my program.



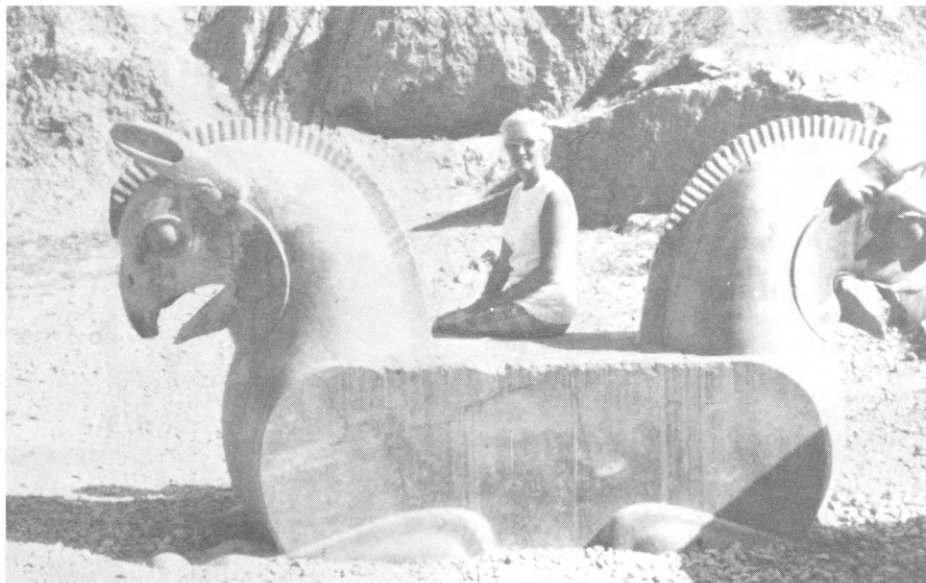
Peggie is writing in her diary while sitting on an antique Persian sofa—Tehran, Iran, February 1976.

Alice and I met Ghamar at the Intercontinental Hotel and felt like "bums" compared to the fashionably dressed, sophisticated women, Ghamar among them. They outdid the women of Paris and New York and I was very self-conscious about my moccasins which were the only shoes I could wear with my injured foot. A special Greek jewelry and fashion show was being held and Her Excellency was to make an appearance. During the hour that we waited for her arrival, we sipped tea, nibbled pastry and met many people. When she finally made a grand entrance, flashbulbs popped and much fuss was made about serving her food and drink.

Ghamar, determined that I be introduced to Her Excellency, pushed through the sardine-packed crowd with Alice and me at her heels. During the introductions, Her Excellency didn't seem to notice our humble attire but appeared to be fascinated by Alice's flying fingers and hands.

An all-day visit to the Parents' Center where preschool classes are held. An audiology department, a doctor's office, hearing testing booth, earmold laboratory, waiting room and meeting room for parents really left a lasting impression on us. Interbreeding among tribes in villages has caused deafness to become rampant and there is no law prohibiting marriages between cousins. Black-robed women travel great distances to this clinic twice weekly for training with their children under a teacher's supervision.

At a TV interview, Alice served as my interpreter and I was asked, "Should Iranian children be sent to an American school for better education?" I answered that the Bagchenban School is excellent for Farsi-speaking children since it now accepts total communication and



Frances Parsons sits on a sculpture from the Palace of Darius (500 B.C.) in Persepolis, Iran, during a side trip to study ancient Persian art.

the teachers are required to have master's degrees. I also said that the school will soon become the best in the Middle and Far East. For lunch, Ghamar took Mrs. Aghevli, her niece, Alice and me to a restaurant that served pizza! The place was jammed with Iranians who like that Western dish.

Later, while seeking a restroom, Alice said, "I have never learned to use the Iranian style toilet" and she was dismayed when we found a floor toilet but I told her it is wonderful for people who suffer from constipation! To make matters worse, there was no toilet paper and, instead, a small bucket of water. "How does one use it", Alice asked. When I explained, she said, "Nope, I'll have to use Kleenex!"

I spent the night at Alice's and we just loafed all morning and had a long chat. Later we went to Shahanshah Park, which was presented to the people by the Shah three months ago. While walking back to her apartment, Alice explained that rain water flows through the tree-lined jube and cars often get stuck in it. Street sweepers brush dirt, leaves and trash into the jube (ditch) and men and boys urinate into it! The water collects all kinds of things and flows through the lower streets of Tehran. This is the water that street vendors use to throw over their fresh fruits and vegetables with resultant ailments such as diarrhea, dysentery and other acute intestinal ailments.

The radio announced that those conspirators who shot some Americans last May had been ordered executed. Americans here were warned to be careful and military men ordered to wear civilian clothes and drive in unmarked cars. Alice was worried about her husband who was to arrive in later afternoon and would be wearing an Air Force uniform.

We had time, occasionally, to meander through some of the oldest sections of Tehran. It was like sightseeing in a city where time had stood still!

There are typical Iranian abodes; small shops; moustachioed men wearing balloon-trousers; heavily cloaked, black-gowned women hiding their faces; donkey-pulled wagons and even some women doing their laundry in the jube. Alice said that naked children play in the jube in summer!

Baghchenban School No. 2 has 80 boys and 62 girls within the small walled compound. Many of the children are related to each other. Mrs. Golshani showed us through the entire school and made it clear to her deaf pupils that I was deaf also. She explained that she had a terrible time persuading parents to let their deaf children attend school since they expressed dislike for their own children. By providing buses to transport them, she was able to persuade the parents and the children were given decent clothes and food.

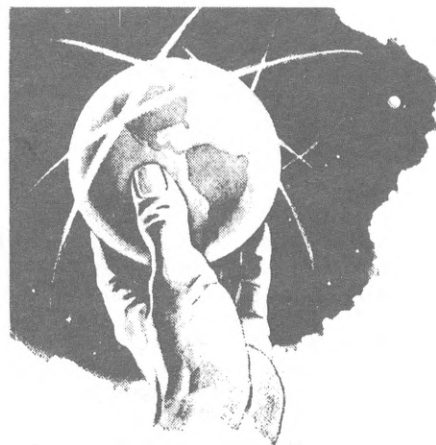
She taught them to wash their hands and faces and to bathe. Much to the parents' amazement, she proved that deaf children can be educated! When a child finishes the fifth grade, he is transferred to School No. 1. The students are permitted to sign all they want to while waiting for signed Farsi to be introduced.

Americans, Germans, French and the rich live in the upper part of Tehran while the poor live in the lower section where they suffer from the terrible heat in summer and floods in winter.

I was reluctant to leave Tehran, Julie and Alice and my other friends here, but, I must go on to India next. I am profoundly grateful to Samineh for listening to me as a person who has been deaf all her life. I know she tries to put herself into the place of a deaf person so that she can better understand our problems. The world needs more people like Samineh Baghcheban of Iran, Behroz Vasha of India, Ruben Bonaoan of the Phillipines, Wallace Pedro of Trinidad and a few others.

Next installment: INDIA.

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Utah Pressure Group Threatens VR Services For The Deaf

By EUGENE W. PETERSEN, Deaf American Feature Editor

The Utah State Board of Education, which administers Vocational Rehabilitation Services, may break up the nationally admired Utah VR Services for the Deaf office. According to the June 1978 issue of the *Silent Spotlight*, a publication of the Utah Association of the Deaf, the Utah board is on the verge of breaking up the special office, with the director assigned another position and the counselors placed under district supervisors. The action seems an attempt to further appease an oral parent group that for the last decade has been waging a vigorous campaign to shape the education of the deaf in Utah.

Going beyond education, the oral parents now profess concern that the mere fact the office of the deaf's director and counselors use sign language fluently in the talking with deaf clients who prefer and need this mode of communication might influence their judgment when working with oral deaf clients, even though thorough investigation failed to substantiate any bias and the counselors always communicate orally with deaf clients who want it that way.

To quote from the *Silent Spotlights*:

In setting up the Services to the Deaf Office in Salt Lake City in 1965, the Utah Board of Education took a positive step forward in identifying a need and making services available in an accessible manner with staff capable of communicating with the deaf.

In the 13 years the department has been in existence, the deaf unit has grown to three offices staffed by

a director, four counselors and an interpreter. The rapport, the specialized knowledge of deafness and the ability to communicate by speech, sign language or, in rare cases, very basic gestures, has been such that it is a rare deaf person who hasn't availed himself of the varied range of services—referrals to agencies for financial aid, hearing aid evaluations, marriage counseling, sign language classes, speech therapy, job training, and a host of other services too numerous to mention.

The deaf populace is a segment of the population that suffers not only inability to hear, but also inability to communicate their needs effectively. The two handicaps, if not compounded by other physical or mental handicaps, do make it difficult for deaf individuals to make clear just what they need. The services to the Deaf Office is the answer to that need.

Counselors in these three offices have also been good will ambassadors, opening up opportunities for the deaf. Sign language classes have been given at businesses, governmental agencies and hospitals, so that staff members in turn can work with or serve the deaf; jobs have been opened up to the deaf, removing barriers that had kept them in low paying jobs. These counselors have also given talks to civic groups, enlightening them of the unique problems of a silent minority.

Reading through newspaper articles, public reports, minutes of open meetings and letters loaned by W. David

Mortensen, UAD president, one is struck by the fact that although the oral parents, through spokesmen, profess support for an educational system that provides alternative oral and total communication tracks to best suit the needs of individual deaf children, a good part of their energy is directed to convincing parents and the public that the use of sign language will relegate deaf people to an inferior subculture, far removed from the mainstream of society.

One gets the impression that the oral parents are not concerned as much about the quality of VR services in Utah and any alleged discrimination against the oral deaf as in the visibility of the "deaf community." In report after report, talk after talk, letter after letter, the existence of such a community is deplored as segregating the deaf from the mainstream of society. It has assumed the proportions of a holy war and any input from the adult deaf is disparaged as biased and uninformed; reports from out-of-state and in-state authorities that point out any weakness in the oral position are vigorously attacked as one-sided and faulty; magazine articles and TV programs that depict sign language in any form are sure to provoke letters to the producers criticizing such "advertising," even if inadvertent, as "discriminatory and demeaning."

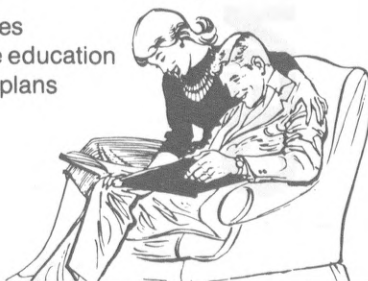
Prior to the Utah board's decision to break up the special office for the deaf, oral parents paid weekly visits to the board members to complain about bias on the part of the director and counselors. Although the Utah board denies there will be any breakup of VR services for the deaf and that Dr. Robert G. Sanderson will retain overall supervision of VR services to the deaf, it is hard to see how breaking up the present effective team, reassigning counselors and placing them under district supervisors who may know little about the special needs of the deaf—both oral and total communication products—will improve the quality of services.

The oral deaf adults who have received and are receiving help from Utah VR have not complained about the quality of services themselves; it has been parents and orally-oriented hearing educators who have been pressuring the board.

The UAD is vigorously opposing the change. Next month's DA will carry a documentary on the Utah situation because of the impact it could have nationally.

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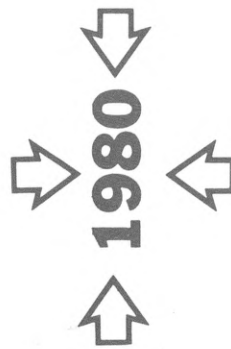
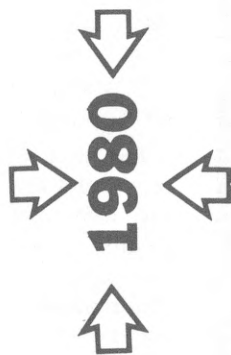
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CENTENNIAL CONTESTS

GENERAL INFORMATION

* The (selected) theme, poster and logo, each with a brief biography of the designer, will be printed in the Centennial Souvenir program book and in other forms.

CATEGORIES	DEADLINE	PRIZES	DEADLINE
General (Non-students)	January 1, 1979	\$100.00 CASH	January 1, 1979
Postsecondary (students)		100.00 U.S. Savings Bond	
Schools (students)		50.00 U.S. Savings Bond	
Elementary (12 years & under students)		25.00 U.S. Savings Bond	
Sweepstakes (best of above 4 categories)		Contest Prize PLUS 2 free 1980 Combo Tickets	

THEME

PURPOSE

of the Theme Contest is to adopt an official theme that best reflects our way of commemorating our 100 years of Deaf Heritage.

CONTEST RULES

- * Must be ORIGINAL.
- * Must be related to deafness.
- * A statement with not more than 2 sentences.
- * All entries will become property of the NAD.
- * Winners need not be present at the Rochester Convention.
- * A brief biography of the writer must accompany entry.

POSTER

PURPOSE

of the Poster Contest is to enable the people to participate in designing a poster that reflects our way of commemorating our 100 years of Deaf Heritage. It will also be used to advertise the Centennial Celebration Convention in 1980.

CONTEST RULES

- * Use 24" x 36" poster board.
- * Use 3 colors (2 plus paper color).
- * All entries will become property of NAD.
- * Winners need not be present at the Rochester Convention.
- * A brief biography of the designer must accompany entry.
- * The poster must include in any design the following information:

NAD Centennial Celebration
1880-1980

June 29-July 6, 1980
Cincinnati

LOGO

PURPOSE

is to get an official Centennial Convention Logo. It will be displayed on everything related to the 1980 Centennial Convention. When displayed it will reflect our design of pride and progress.

CONTEST RULES

- * No 3-D pictures (designs).
- * Use 8½ x 11 poster board (any design).
- * Use 3 colors (2 plus paper color).
- * All entries will become property of the NAD.
- * Winners need not be present at the Rochester Convention.
- * A brief biography of the designer must accompany entry.

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1980

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Centennial
Convention

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tion will be published

in the DEAF AMERI-

CAN.

Abe Barash

(Continued from page 12)

son, Gallaudet College and the University of Kansas, plus a teaching certificate from Beloit College. He has just completed for publication a book entitled "Facilitating Manual Communication for Teachers, Students and Interpreters." Incidentally, Dr. Dicker is the first hearing person to head up the Wisconsin Association of the Deaf as its president.

Abe and his wife are active members of the Madison Association of the Deaf, the Wisconsin Association of the Deaf and the National Congress of Jewish Deaf. A three-week trip to Israel with the NCJD in the summer of 1977 was a welcome vacation for them after many years of staying close to home. The Dickers and their children accompanied Abe and Hilda on that trip, with Eve and her husband acting as interpreters part of the time.

For many years Abe was never really able to participate as a member of the local Jewish religious community because of his deafness and the demands of his work. However, during the last five years or so things have changed much, mainly through the use of sign language as a part of the religious services. For example, an interpreter was used at the Bar and Bat Mitzvahs of some of his six grandchildren, and Abe

now regularly attends Saturday Sabbath services, which are interpreted for him by his son. Additionally, the Rabbi allows Abe to come to the pulpit to sign the blessing before the Torah reading. Regarding this latter activity, in previous times it was believed that if you could not speak (particularly Hebrew), that you could not participate, but this concept has been modified over time with greater acceptance in the world.

The turning point which enabled Abe to devote more time to religious activities and, in turn, to "find himself" as a member of his Jewish congregation, came when he decided to close his shop on Saturdays and limit his work to five days a week. Early this year Abe turned 65 years of age so decided to reduce his hours of work even more. He works only five hours a day now, which gives him more time to spend with his family—especially his grandchildren, some of whom are becoming adept with the manual alphabet and sign language. Also, he feels much better after having had minor heart problems two or three years ago. For the most part, the hours he works now are only to keep him busy part of the day. Even so, Abe says he would probably sell his shop if he had a serious buyer for it.

So, if you want those soles fixed by a true craftsman, you'd better hurry before it's too late!

Hazards Of Deafness

By ROY K. HOLCOMB

You live in the North. Your car often "dies" when you are outside scrapping your windows. While doing this you learn to watch your radio antenna. When the antenna is shaking you know your car is still running. When it has stopped shaking you know your motor has "died." And some people think that the deaf get nothing from their radio.

You congratulate yourself for thinking of watching your car radio antenna as you scrap your car windows. You compare yourself with Edison and others. One day the antenna is still shaking when you get into the car but the motor has "died." You put your "Einstein" mind to work to find out why. You note that the wind is blowing the antenna.

An exciting television show comes to an end. The music in the background is geared to give an exciting climax to the end of the show; however, all you see is the man embracing the woman.

You go to a Catholic, Spanish wedding and wonder if the ceremonies are given in Latin or Spanish. Later you learn they were given in English.

Coins rattle in your pocket. Keys rattle in your pocket. A box of aspirins rattle in your pocket. Many things rattle in your pocket. And the whole world knows it except for you.

You eat out at a first class restaurant. The prices are high. But wait. The menu says to ask your waitress for the special of the house which is very reasonable priced. You ask the waitress . . . she tells you. You do not understand. She repeats several times. You smile like you understood but don't. You end up ordering an expensive steak not knowing that the special of the house was also steak.

You go into a dark public toilet. You

push the door open to go to a stool. A guy in there hollers. You keep going. The guy keeps hollering. You keep going.

In a supermarket you stand in a long line at a cashier's counter. Another cashier goes by and says, "Come to counter #8." You just stand in the same line losing a beautiful opportunity to get through the check stand fast.*

You decide to be alert while in a long line at a cashier's counter, in a supermarket. You see another cashier coming and you quickly move to the next counter, thinking he has called to open this counter. But alas, the cashier just walks through the counter to another department. You not only lose your place but your cool as well.*

In a bank you wait behind a person and wonder how long it will take for that person to finish his/her business. If you could hear you would know that his/her business is nearly finished by the conversation with the teller. However, you don't hear and move to another line that seems to be moving faster. Then from your new line you watch enough people in your old line get their business taken care of before you to fill up the Republic of China.*

While out on errands you lose your bank book. To find it you have to backtrack the places you have been. Now if you could hear you could phone the places you had visited and would not have to go out in the cold, snowy weather.**

You and your husband are both deaf. If he could hear, you could call him when you wanted him. As it is you have to search in and out of the house each time you want him or else he has to tell you where he is every minute

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of the day.**

You wake up to the flashing of light-
ning thinking it is the flashing of your
clock and that it is time to get up**

Your husband drives out of the
garage to go to do some errands. You
think of some important last minute
things you want him to do. You holler.
He drives away with a big smile on his
face not because he heard you but he
was deep in thought about something.**

*Georgia Ulmer, Salem, Oregon

**Mr. and Mrs. Charles A. Sellers, Rockford,
Illinois

Litigating For The Rights Of Handicapped People

By SY DuBOW, Legal Director
National Center for Law and the Deaf

The ultimate goal of handicap litigation is not merely identical treatment such as admission to Federally assisted educational programs, but equivalent treatment, such as providing auxiliary aids to insure equal opportunity to participate in those programs. The unique difficulty in achieving this goal through the judicial system is due to the need to educate and sensitize the court.

Most judges are unaware of all of the obstacles handicapped individuals must face both because of his/her handicap, and because of society's failure to integrate handicapped individuals. Consequently, many judges do not react with the same degree of insistence on equal treatment with regard to disabled individuals as with other protected classes. Under the Rehabilitation Act of 1973, the entire case from the initial complaint through pretrial briefs and presentation of evidence, must be designed to show the trier of fact that the defendant's practice discriminates against qualified handicapped individuals.

This article will discuss the practical aspects of enforcing through litigation the statutory right of handicapped persons to equivalent treatment, as provided by Section 504 of the Rehabilitation Act.

I. Qualified Handicapped People

Section 504 is a broad policy statement concerning the civil rights of handicapped people. The long delayed Regulation to Section 504 requires recipients of Federal financial assistance to provide auxiliary aids to enable qualified handicapped students to participate in a school's educational programs, to afford a handicapped person an equal opportunity to benefit from health, welfare and other social services, and to "make reasonable accommodation (in employment) to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee . . ."

In drafting the complaint under Section 504 for Federal court, the attorney must allege that the plaintiff is a handicapped individual within the meaning of the Regulation. It is also essential to allege that the plaintiff is a "qualified handicapped person" as defined in the Regulation to Section 504, with respect to employment, elementary, secondary, postsecondary and adult education and health and social services. Showing that the handicapped person has been accepted by a college program demonstrates he/she is otherwise qualified or eligible for auxiliary aids.

In *Davis v. Southeastern Community College*, 424 F. Supp. 1341 (E.D.N.C. 1976), the district court, deciding the case approximately six months before the Regulation to 504 became effective, defined the term "otherwise qualified" in its "ordinary common meaning." The plaintiff had "to [be] otherwise able to function sufficiently in the position in spite of [her] handicap, if proper training facilities [were] suitable and available." Applying this definition, the court found that the plaintiff was not "otherwise qualified" to be admitted to a nursing program because her hearing disability would prevent her from completing the required clinical training, and restrict her effectiveness as a Registered Nurse after graduation.

On appeal, the Fourth Circuit held that the district court erred by considering the nature of the plaintiff's handicap in order to determine whether or not she was "otherwise qualified" for admittance to the nursing program. *Davis v. Southeastern Community College*, 46 U.S.L.W. 2556 (1978). Rather, under the new Regulation to 504, the handicapped plaintiff is "qualified" if she "meets" the academic and technical standards requisite to admission or participation in the recipient's education program or activity.

The appeals court also pointed out that a handicapped person's inability to function effectively in all roles which registered nurses may choose for their careers should not foreclose them for admission. The court noted that there are a number of settings in the medical community where a hearing impaired

person could perform satisfactorily as a registered nurse such as in industry or a physician's office. A hearing impaired nurse would be especially sensitive to the medical and emotional needs of hearing impaired patients. The *Davis* opinion can be extremely useful in advancing the career opportunities of qualified handicapped people.

II. Defenses

Schools, hospitals, social services and other recipients of Federal money will often defend their non-compliance with Section 504 in court on grounds of cost, safety and administrative exhaustion.

A. Cost.

A typical defense is that the accommodation for handicapped people will be too costly. Plaintiff's counsel must point out that according to the Secretary of Health, Education and Welfare, costs for accommodations provide no basis for exemption from Section 504 and the Regulation 42 Fed. Reg. 22676 (1977). In *Davis*, the Appeals Court found that the regulation and precedent "supports the requirement of affirmative conduct on the part of certain entities under Section 504, even when such modifications become expensive." *Id.*, at 2557. The Appeals Court advised the District Court to give close attention on remand to the affirmative modifications set out in the regulation. (See 45 C.F.R. § 84.44(a) and § 84.44(d) (1).) Courts have also recognized that cost is not a defense to providing equal educational opportunity to handicapped children, or equal access to public transportation for handicapped people. (See *Mills v. Bd. of Ed.*, 348 F. Supp. 866 (D.D.C. 1972); *Bartels v. Biernat*, 427 F. Supp. 226 (E.D. Wis. 1977).) Plaintiff's counsel should also indicate that defendants often can substantially reduce the cost of making their programs accessible by using available tax deductions. Under Section 2122 of the Tax Reform Act of 1976, recipients that pay federal income tax are eligible to claim a tax deduction of up to \$25,000 for architectural and transportation modifications made to improve accessibility for handicapped persons.

B. Safety.

Safety is a frequent defense in handicap employment discrimination cases. Safety, however, is often used by employers too broadly. The plaintiff's lawyer must present evidence on how the individual plaintiff, or other similarly situated handicapped people, have been able to perform the job without endangering the lives of their co-workers or themselves. In *Milwaukee R. R. v. Wisconsin Dillier*, 8 F.E.P. cases 938 (Wisc. S. Ct. 1974), the Wisconsin Supreme Court held that a person with asthma and possible back problems would not, because of these disabilities, necessarily endanger his safety in working as a laborer in a diesel house. The court noted the plaintiff's previous competency on jobs requiring strenuous labor and the absence of medical testimony "that the working conditions were or would be in the future, hazardous to his health." at 941.

C. Exhaustion of Administrative Remedies

Finally, recipients will argue that plaintiffs exhaust their administrative remedies with HEW. The United States Supreme Court and the U.S. Court of Appeals have recognized that it is well settled that administrative remedies need not be sought if they are inadequate or applied in such a manner as to, in effect, deny petitioners their rights. *U. S. v. Grace*, 384 U.S. 424 (1965); *McCoy v. Greensboro City Bd. of Ed.*, 283 F. 2d 667, 670 (4th Cir. 1960). It is equally well established that excessive and undue federal agency delay may make an administrative remedy inadequate. Cases have held that administrative delays of one and two years were sufficiently excessive to justify waiver of exhaustion. *Quarles v. Phillip Morris*, 271 F. Supp. 842 (E.D. Va. 1967); *Dermott Special School District v. Gardner*, 278 F. Supp. 687 (E.D. Ark 1968). The 1978 Annual Operating Plan of the Office for Civil Rights (OCR), HEW's investigatory and enforcement organization, demon-

strates the futility of exhaustion. The operating plan stated that out of the projected 664 handicap complaints within OCR jurisdiction to be filed in Fiscal Year 1978, only 26 will be investigated with several regions not investigating any new handicap complaints. 43 Fed. Reg. 7054 (1978).

Another argument for the plaintiff is that a litigant need not exhaust his administrative remedies if such remedies do not exist. Thus, when the handicapped plaintiff needs emergency relief, such as to avoid termination of employment, administrative remedies are not available since OCR has no provision in the Regulation nor any established administrative mechanism to provide emergency relief. (See *Camenisch v. University of Texas*, No. A-78-CA-061 (W.D. Tx. 1978). It should be noted that private suits by persons acting as "private attorneys general" are an invaluable supplement to governmental enforcement and help to vindicate the non-discrimination policies to which Congress afforded a high priority. In view of the large number of recipients of federal financial assistance who are covered by the non-discrimination provision of Section 504, "The Act's laudable goal could be severely hampered *** if each citizen were required to depend solely on litigation instituted at the discretion of the [federal government]." *Trafficante v. Metropolitan Life Ins. Co.*, 409 U.S. 205,

211 (1972); *Newman v. Piggie Park Enterprises, Inc.*, 390 U.S. 400, 401-402 (1968); *Allen v. State Board of Elections*, 393 U.S. 544, 556 (1969).

III. Attorneys' Fees

An important incentive for attorneys to litigate cases under Section 504 is the provision for attorneys' fees in both the House and Senate Bills to extend the Rehabilitation Act of 1973. Federal law now provides for attorneys' fees in any court action opposing state and local governments receiving Federal financial assistance for discriminating against qualified handicapped individuals. State and Local Fiscal Assistance Amendments of 1976, 31 U.S.C. § 1244(e).

IV. Conclusion

If attorneys are prepared to aggressively defend the rights of handicapped people as provided by the Rehabilitation Act of 1973, then Section 504 will truly create "a mandate to end discrimination [that will] bring handicapped persons into the mainstream of American life . . ." 42 Fed. Reg. 22676 (1977).

For a more in depth analysis see the author's article *Litigating for the Rights of Handicapped People*, Symposium issue on Employment Rights of the Handicapped, *DePaul Law Review*, Volume 4, August 1978.

Yugoslavia Wins World Chess Title

The 8th World Team Championship of the International Committee on Silent Chess was captured by Yugoslavia with 24 1/2 points. The event took place at Oberstdorf, West Germany, May 14-28, 1978. Second place went to Spain with 21 1/2 points; defending champion, Bulgaria, had to be content with third place and 21 points. Close behind with 20 points came Hungary; then East Germany (18 1/2); West Germany (17 1/2); Sweden (9 1/2); Holland (7 1/2) and finally in last place, the United States with four points.

This was the first time the USA has entered this ICSC team competition and the result indicated the inexperience of the team composed of Mike Bienenstock, Dale Nichols, Terry Breckner, Sam Dorsey and Emil Ladner, captain.

Of the four points gained by the USA, Emil earned two from one win and two draws in his six games; Terry had two draws for one point and Dale scored the first American victory with his defeat of Bosch of Spain. Incidentally, Spain had expected to win all games against the USA but lost 1 1/2 points, which may have cost the Spaniards the team title.

A full account of the misadventures of the American team will follow in "Checkmate." Watch for it.—Emil Ladner.

Letter to the Editor

Exclusion of the Deaf from Jury Service (D.A., May 1978)

Dear Editor:

While I am not a lawyer, I believe the statement relating to peers states, "and the defendant shall be tried by a jury of his peers" . . . It is this very clause that was used several years ago by civil rights lawyers to win reversal of verdicts against blacks as the jury was composed of all whites. By the same token, shouldn't the hearing impaired person be tried only by his peers? Or should we simply accept the principle that peers means fellow human beings and as long as they are able to comprehend, irrespective of the means of comprehension, they are qualified to sit in judgment of their fellowman?

In the following article, "LR Deaf Woman Contests Jury Exclusion Law," there is an interesting statement by the prosecuting attorney, "Hall contended that a deaf person can't hear inflections in the voice of a witness." This is utter nonsense on several counts. First of, all, the deaf as a whole are much more able to judge a persons emotions or feelings by "face reading" as correctly mentioned by Clarence Landon. Secondly, since when are people's guilt or innocence to be determined by an inflection in the voice or by the facts of the case? Lastly, there are a number of deaf lawyers. One of them, whom I know personally, has a very severe hearing loss and cannot get anything through hearing alone, is a very successful trial lawyer and a member of the elite Trial Lawyers Association.

Let us never lose sight of the fact that hearing impaired people are successful in every walk of life including the professions such as engineering, mathematics, physics, teaching, law, dentistry, medicine, nursing, etc.

Raphael I. M. Price, M.D., F.A.C.S.
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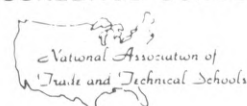
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Swallowing Tobacco, Flying Solo And Signing Chimps...

A Look At Deaf America, 1880-1980

The Early Years.

The year 1880 finds Edward Miner Gallaudet in London, England. The Connecticut Asylum for the Instruction of the Deaf is 63 years old and the New England Association of the Deaf is 27 years old. A teacher's top salary is \$1,800, a shoemaker earns \$125.00 a month and a carpenter makes \$2.00 a day

For deaf people the century which would follow the year 1880 would be one of challenge, frustration, success and failure. It would witness discrimination, tragedy, injustice and achievement as these random selections will attest. Let's take a look.

By 1893 there would be 61 public schools for the deaf in this country; at least 38 would be founded by deaf persons. Some of the reasons given as causes of deafness included: "toothache," "inflammation of brain," "cramps in head," "eruption of ear," "nervous fever," "head trouble," "teething" and one case was blamed on "swallowing tobacco." One mother claimed that a servant's piercing shriek during the period of gestation caused her baby's ears to close up.

In late 1898 a group of 13 alumni of the Michigan School for the Deaf would meet to explore the possibility of forming a fraternal insurance group. Deaf people in those days had much difficulty in securing insurance coverage. Out of this meeting would emerge the National Fraternal Society of the Deaf, which after a troubled beginning, would grow and become a shining example of a successful business enterprise owned and operated by deaf persons.

Education. In education, the Century would witness more than 40 postsecondary programs spring up and Gallaudet College would no longer be the sole choice of advanced studies for deaf high school seniors. By 1978 there would be 1020 schools and classes for the deaf serving 69,000 hearing impaired students. California State at Northridge would begin a Leadership Training Program and Rochester Institute of Technology would win the new federally-funded National Technical Institute for the Deaf. Dr. Harvey J. Corson would become the first prelingual deaf superintendent to head a residential school in modern times. The oral vs. manual controversy of educating deaf children would continue. Total Communication would become widespread and such terms as "integration," "mainstreaming" and the "combined," "simultaneous," and "Rochester" methods and cued speech would become part of the education of the deaf vocabulary.

Employment. The Century would see the deaf worker, along with the rest of the nation's work force, move from agriculture to industry. A majority would hold blue collar jobs but as the Century advanced an increasing number would move into white collar positions. Some deaf persons would take a different route and become peddlars. They would peddle alphabet cards, combs, needle kits, trinkets and other items and become an embarrassment and nuisance to Deaf America. By the late 1960's and early 1970's the deaf professional would arrive and begin to exercise an important influence on deafness.

Deaf Drivers. In the early 1920's deaf people wishing to drive cars would have to fight for those rights. In Pennsylvania a deaf person would have to appear before a board empowered with granting licenses and convince the members that he was a responsible individual with good character and high morals. In Maryland a state law required that deaf drivers be accompanied in the front seat by a person with normal hearing. In those days there were no stop signs or traffic lights and it was the practice of approaching motorists to honk as they neared an intersection. In theory, at least, the

driver who honked first went first.

Sports. Beginning in 1935 with two athletes, Deaf America would become increasingly involved in the International Games for the Deaf and by 1969 would enter 123 athletes who would bring home a total of 110 medals. In 1965 the Games would come to America and in 1971 Jerald Jordan would be elected president of the International Committee of Silent Sports.

The mid-1940's would see the birth of the American Athletic Association of the Deaf and an exciting string of basketball tournaments would begin. Such names as Jackson, the Nutt brothers, Ketchum, Wernimont, Grant, Hendrix and others would become part of AAAD basketball lore.

William E. Hoy would break into the majors and become a Cincinnati Reds outfielder and Luther Taylor would pitch for the New York Giants. These two would be the first deaf athletes to be enshrined in the new AAAD Hall of Fame in the 50's. Bonnie Sloan would join the St. Louis Cardinals as a defensive football player and Kitty O'Neil would set several land speed records.

Coaches Dyer, Foltz, Burns, Hughes, Baynes, Berg, Roberts and others would leave their mark. Gallaudet's Five Iron Men would pull the greatest basketball tournament upset in the history of the Mason-Dixon Conference. Credit for the invention of the football huddle would be split between Albert Berg and Paul D. Hubbard.

The Forties. The 1940's would find male students at the Fanwood, Missouri, Maryland and Florida Schools for the Deaf wearing military uniforms. The Texas School football team would go undefeated and the Clarke School for the Deaf would inherit a 17-room mansion valued at \$58,000. Charles Moscovitz would be busy teaching the family terrier, "Butch," to respond to commands in fingerspelling, an accomplishment which Ripley's "Believe It or Not" would not believe. MacMillan would publish Harry Best's book, *Deafness and the Deaf in the United States*, which the author dedicates to deaf people whom he describes as "... those bearing a grievous burden and the most misunderstood among the sons of men but the 'gamest' of them all." Of course, that was the decade you could buy a Cadillac coupe for \$1,345 or fly from Washington, D.C., to New York City for \$12.20. Those were also pre-television days and McDonald's hadn't yet sold his first hamburger.

Tragedy. Tragedy would strike and injustice would occur. Young Boy Scouts would lose their lives in a Chicago hotel fire. Three members of a California family would succumb to carbon dioxide fumes emitting from the family automobile left accidentally running in the basement and a deaf man in North Carolina, mistakenly knocking on the wrong door late at night and not hearing a vocal warning, would be fatally shot. A California couple would have to battle in the courts for the right to adopt a child.

Organizations. The Gallaudet alumni would give over \$100,000 to Gallaudet College for a memorial to the founder. This gift, in the form of a library, would mark the beginning of accreditation for the college and would ignite a "Greater Gallaudet" building boom. The Gallaudet alumni's \$1-million dollar Centennial Fund in 1964 would provide the incentive for many deaf scholars to study for doctorates and by 1978 over 50 deaf persons in this country would hold those advanced degrees.

The Registry of Interpreters for the Deaf would organize and begin issuing certificates. The Council of Organizations Serving the Deaf, the Jr. National Association of the Deaf, the Oral Deaf Adults Section of the Alexander Graham Bell Association, International Association of Parents of the Deaf, International Catholic Association of the Deaf, National Con-

*From a forthcoming book, *Deaf Heritage*, by Jack R. Gannon, to be published by the National Association of the Deaf as a part of the NAD Centennial celebration in 1980. (This book is a joint project of the NAD and Gallaudet College.) This paper was prepared by the author and presented by Ralph White at the Centennial Breakfast, 34th Biennial Convention of the NAD, Rochester, New York, July 2-8, 1978.

gress of Jewish Deaf, American Deafness and Rehabilitation Association and other national organizations would appear on the scene.

Culture. Cultural activities for, by and of the deaf would be slow in arriving, but by the end of the Century we would have the National Theatre of the Deaf, Miss Deaf America pageants, Spectrum, local drama groups, interpreted entertainment programs on and off television, and the captioned films club would become part of our lives. Deaf art in the form of hands, eyes, fingerspelling and spoofs on hearing aid gadgets would express the sentiment of the times.

People. The years following 1880 would see many deaf persons rise to levels of prominence. Thomas Marr and Olof Hanson would be remembered as outstanding architects. Cadwallader Washburn would win fame as a dry-point etcher. Jay C. Howard would launch a successful investment and realty firm and Anton R. Spear would go into manufacturing. Edwin Nies would become one of the first deaf dentists in this country and Bernard Bragg, Linda Bove, Audree Norton and others would break into television. Regina Hughes would see her scientific illustrations appear in books, and museums all over the world. Robert J. Gregg would invent the Gregg Shorthand method, one of the most popular speedwriting systems in use today. Robert R. Davila and Thomas Mayes would become vice presidents at Gallaudet College and Robert Sanderson would head the Division of Rehabilitation Services in Utah. Stephen Chough would administer a mental health program in Minnesota. Frank Hochman would earn his doctorate at Rutgers and enter the field of medicine. Rhulin A. Thomas would pilot a plane solo across the United States. Lowell Myers, a deaf Chicago lawyer, would defend Donald Lang, a deaf-mute in a case that would baffle the courts and become the subject of Ernest Tidyman's book, *Dummy*. Robert Weitbrecht would invent the Phonetype coupler which would make it possible for deaf persons finally to use the telephone.

Sign Language. Sign language would not only gain acceptance but would become quite popular. By the 70's it would rank third as the most widely used language in this country. Scores of sign language books would be published, sign language classes would break out all over the country and many colleges would begin offering it as a credit course. Hundreds

of youth would learn fingerspelling from the Boy Scout handbook, fingerspelling games would appear and tee-shirts with the manual alphabet would appear on the market. Two U.S. presidents would use and make the "I Love You" sign famous and bumper stickers would encourage you to help reduce noise pollution by learning sign language. During the height of the Watergate investigation into the tape episode a cartoon in a national publication would show a visitor to the White House inquiring: "Care if I use sign language?" Chimpanzees would be taught sign language and add a humorous twist to the oral vs. manual controversy which ran something like this: "Do you want to sign like a monkey or talk like a parrot?"

The NAD. The National Association of the Deaf, organized in Cincinnati in 1880, would have a lively time from the beginning. It would find itself in the thick of fights to protect the rights of deaf drivers, oppose legislators wishing to abolish residential schools for the deaf, promoting the deaf worker, fighting the deaf peddling racket and dealing with just plain public ignorance about deafness. The NAD would be successful in pushing for the elimination of such words as "asylum," "deaf-mute" and "deaf and dumb." Those terms would give way to "Deaf Awareness," "Deaf Power," "Deaf Pride" and the more popular "I Love You" sign. Through the leadership of the NAD a \$12,000-dollar memorial to Thomas Hopkins Gallaudet would be erected on Kendall Green.

The NAD would undertake an important occupational survey of the deaf and play a major role in the 1974 Census of the Deaf. In 1960 the organization would be strengthened by a switch to a state representative system and would eventually move its operations from a California kitchen table to its own 21,500 square foot office building in the Nation's capital. The NAD would hire Frederick Schreiber as the first executive secretary and its budget would grow from \$51,000 in 1964 to over \$3 million by 1978. The NAD's book publishing department would become worldwide and reach an annual sales volume in excess of half a million dollars.

Highlights. These are only random selections of highlights that have taken place during these past one hundred years. We have just scratched the surface. As you can see, one could write a book about that Century.

NATIONAL ASSOCIATION OF THE DEAF

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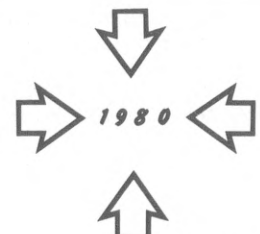
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The Importance of Local Deaf Consumerism

During the convention in Rochester, all officers of the NAD were called upon to present reports. Such reports usually related recent accomplishments or pointed out significant highlights of an officer's term of office.

My report, that of the President-Elect, did not follow the customary pattern. Rather, it was a recital of the goals and priorities of the NAD as perceived by the incoming president. It was my opportunity to set the philosophic tone for my administration during the next two years and to direct the attention of the representatives of cooperating state associations to areas requiring positive action. The following is an expansion of my "brief" remarks made at the convention.

Toward the end of the week, an event will take place quietly and without fanfare. The presidency of the NAD will pass from Dr. Garretson to me. The by-laws of this organization provide for the orderly transition of authority from the outgoing president to the incoming one, so that there will be no break in the process of governing what has become the largest and most powerful deaf consumer organization in the world. The thought in itself is a sobering one.

The NAD has grown from an organization run initially from a kitchen table into a corporate enterprise. It has become a powerful national voice for consumer affairs. One should consider the active participation and involvement of the NAD at the national level during the past two years. To cite a few examples: the NAD was highly visible at the White House Conference on Handicapped Individuals. It contributed materially to national dialogue on Public Law 94-142, Section 504, architectural, transportation, and communication barriers, and civil rights. During this time Gallaudet College appointed two deaf men to vice-presidential posts. The first deaf man became superintendent of a residential school for the deaf, and the Nelda Barnes Case became a landmark decision. In many other areas, as well, the NAD has played a prominent role in advancing the rights and privileges of deaf people in America.

For many years, numerous individuals have worked long and hard to make the NAD the bastion of deaf power that it is. A few names come to mind: Byron B. Burnes, Robert Greenmum, Robert Sanderson, Harold Ranger, Jess Smith, Al Pimentel, Fred Schreiber, Gordon Allen, Don Pettingill, Mervin Garretson, George Propp, and Charles Estes.

President's Message

Ralph H. White

As Shakespeare once said, "The past is the prologue to the future." Problems which have plagued us in the past in areas such as education, rehabilitation, employment, health and social services, and civil rights will continue to plague us in the future. We must continue to combine our efforts in order to deal with each one forcefully and decisively.

This convention will provide mandates for future action. Old issues will be replaced by new ones. The NAD Board members have their work cut out for them.

From my viewpoint, one of the most important tasks of the NAD is to build strong and effective lines of communication between the NAD Home Office and deaf people at the local level. There must be a flow of information to the local level where the average deaf person can relate meaningfully to such communication. We have long recognized this need and made sporadic attempts to meet it. Unfortunately, we have not always worked consistently at this task. There must be a strong recommitment of our efforts to maintaining a constant and effective process of "reaching out" to deaf people at the local level.

John Gardner used to say, "The needs have to be made real at the local level. That's the only level at which most deaf people will be able to participate in any meaningful way." When we think about it, the local level is where actual services are provided, where the purse strings for educational and social service programs are controlled, where the philosophic direction for educational programs is provided, where the rehabilitation deaf client receives services, and where the employment office is located.

Throughout the country, there is greatly increased consumer input into programs designed for the handicapped. This applies to the input of the deaf community, but the degree of deaf consumer effectiveness at the local level could be significantly enhanced by more active involvement of the NAD Home Office.

History has shown that deaf people can be tough, if necessary, in dealing with issues and problems affecting their livelihood, their rights and privileges as citizens. There must never be a weakening in our efforts. During the next two years, let us add to our rich heritage with even more substantial achievements! Let us bring our one hundred years of history to a glorious climax in 1980!

Miss Deaf America Pageant results: Jacqueline Roth, Miss Deaf Maryland, crowned Queen. Runnersup, in order: Debra Krause, Miss Deaf Pennsylvania; Yvonne Olsen, Miss Deaf Gallaudet; Stacey Anderson, Miss Deaf Indiana; Donna Jo Brandt, Miss Deaf South Carolina. Ruthie Sandefur was Pageant Director, with Robert Panara acting as Master of Ceremonies.

New York University
Washington Square, New York, N.Y. 10003

DEAFNESS RESEARCH & TRAINING CENTER

Orientation To Deafness For Social Security Administration

The Social Security Administration in Region II has developed a new project to provide improved services for deaf people. SSA has established a TTY Tele-service unit which is currently available to residents of Manhattan and the Bronx, New York City. TTY is the abbreviation for teletypewriter. By means of an acoustic coupler, the TTY enables deaf people to communicate with anyone similarly equipped. Justin Footerman, the assistant director of External and Program Affairs at the Social Security Region II office, contacted the Deafness Center and arranged for a two-day orientation to deafness and the TTY. SSA staff members who attended were Felicita Sola Carter, Richard Crawford, Kathleen Fitzgerald, Justin Footerman, Thomas McDevitt and Bernard Morton.

Topics discussed were causes of deaf-

Economic Status Of Deaf Adults Survey Completed

How has the recent "stagflation" affected the economic lives of deaf people? In an effort to determine the effects of the most recent economic conditions on deaf people, RT-17 has conducted a followup study of 1,305 persons who participated in the National Census of the Deaf Population (1972).

In general, deaf persons have suffered disproportionately from economic conditions in the past six years. Specifically,

- A lower proportion of deaf workers was in the civilian labor force during 1977 than in 1972.
- A higher proportion of deaf workers was unemployed during 1977 than 1972. A higher proportion of deaf males during 1976 resided in or headed a household with government-supported family income than in 1971.
- Relative to the general population, personal income of deaf workers has declined from 1971 to 1976.

The survey also shows the high, positive correlation between employment and level of education attained.

The results of this survey are expected



Social Security representatives operate the TTY, left to right: Justin Footerman, Kathleen Fitzgerald and Margaret Ransom.

ness, its impact on communication and its educational, psychological, sociological and vocational implications. Approximately 50 useful signs were taught and practiced. Three workers enrolled in the Intensive Sign Language Institute (see ISLI note elsewhere in this issue) to further improve their communication skills. Participants were then introduced to the mechanics of the TTY. They were given an opportunity to practice and apply what they had learned by actually operating the TTY.

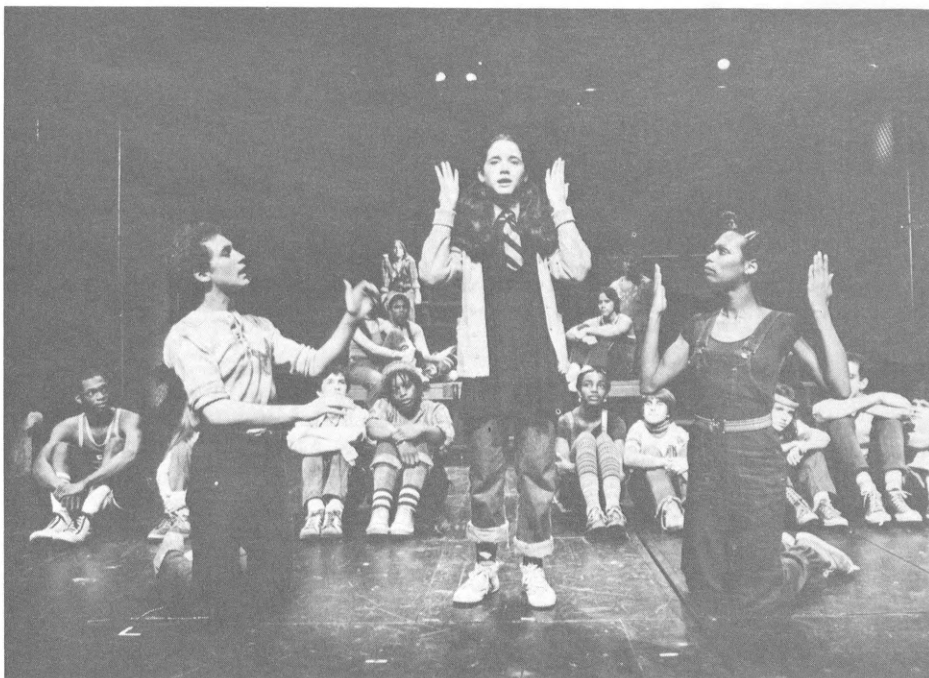
These efforts toward improving communication will enable SSA representatives to be more responsive to the needs of the deaf community. Social Security officers can provide you with information concerning eligibility for retirement, disability, survivors or Supplemental Security Income benefits. The TTY may also be used to report any changes in address or work. Persons who live in Manhattan and the Bronx may reach Social Security by calling (212) 233-7540 on the TTY.



Dr. Schein, director of the Deafness Center, addresses Social Security Administration officers on deafness. Left to right: Dr. Jerome D. Schein, Jeffrey Lewis, Thomas McDevitt, Felicita Sola Carter, Richard Crawford, Bernard Morton, Kathleen Fitzgerald, Justin Footerman and Margaret Ransom, interpreter.

to be useful to VR agency administrators for designing state plans for rehabilitation services for deaf clients. Improved

educational and VR services will better equip deaf people to withstand periods of high inflation and unemployment.



A scene from "Runaways" featuring Bruce Hlibok, Trini Alvaredo and Karen Evans.

'Runaways' Benefits Berger Deaf Scholars Program

In cooperation with the New York Society for the Deaf, RT-17 cosponsored a special performance of the Broadway hit "Runaways" to benefit the Deaf Scholars Program. The musical, which captures the experiences of children who run away from home, features a young deaf actor, Bruce Hlibok.

For the first time in Broadway theatre history, the entire performance of a musical was interpreted in sign language for the benefit of the deaf members of the audience. Their response was overwhelmingly enthusiastic. Dr. Douglas Watson, one of RT-17's staff members, commented: "The signs added extra life to the performance." Even Joseph Papp, the producer of the show, agreed that the added signs gave the performance more poetry.

A drama critic from the DAILY NEWS who attended the performance was so excited by the sign language interpretation that she wrote several articles on theatre for deaf audiences. Special arrangements were also made to provide deaf viewers with scripts before the performance.

All proceeds from the performance went to the Deaf Scholars Program which enables deaf students to participate fully in the academic life of New York University. Established in honor of Katherine and Samuel Berger, the program has already benefitted 24 deaf graduate students.

Conceived and organized in 1973 by Joseph G. Blum, Esq., executor of the Berger estate, the program provides supplementary services for deaf students who have demonstrated potential as leaders of both the deaf community and society in general. Support for the Berger Scholars program has been pro-

vided primarily by the estate of Colonel Samuel A. Berger.

Mr. Blum, recognizing the lack of well-qualified deaf professionals in all fields, chose to establish this program at the university level to aid deaf students in pursuing academic study and developing their professional skills and talents. Representatives of the Berger Estate, New York Society for the Deaf and New York University's Deafness Research and Training Center constitute the board of the Berger Deaf Scholars Program.

Services available through the Berger Program enable deaf students to study for advanced degrees and to achieve high-level positions in their chosen professions. Students selected as Berger Scholars receive interpreting and other special services required for them to become active participants in their education. Outstanding students with handicaps in addition to their deafness, such as blindness and cerebral palsy, have received Berger support for mobility and communication aids.

Berger Scholars study in a broad range of fields, including Business Administration, Deafness Rehabilitation, Deafness Education, Law, Educational Theatre, Counseling, Psychology, Recreational Therapy, Rehabilitation, Instructional Media and Social Work. The Berger Program places no limitations on the deaf scholar's career objectives. Deaf scholars in all fields are encouraged to apply.

This year's Berger Deaf Scholars include Linda Annala, Jeffrey Balogh, Peggy Brooks, Yvonne Davis, Thomas G. Harrison, Peggy Hlibok (Bruce's mother), Steven Laracuente, Jeffrey Lewis, Robin Resnick, Wade Terry, Robin Titterington and John Tolleris.

Summer ISLI A Success

New York University's Deafness Research and Training Center recently conducted the twenty-second ISLI (Intensive Sign Language Institute)—a week-long, all-day program designed to teach American Sign Language (ASL) which includes an orientation to various aspects of deafness. The success of this program over the past five years requires that it be offered several times annually.

Most of the 75 participants are employed in occupations which serve deaf people: vocational rehabilitation counseling, speech and language therapy, audiology, special education, psychology and psychiatry.

All students are given a pretest of signed and fingerspelled words to determine their appropriate class placement. Initially, much time is devoted to developing an orientation toward visual communication, with a special emphasis on body language and facial expressions. From the beginning, students follow a "no talking" rule. Signing and fingerspelling games and group discussions in ASL with members of the deaf community provide students with the opportunity to practice communicating their knowledge.

All students record their signing on videotape, in order to monitor their own progress. At the end of the week, participants are given a posttest to determine how much they gained from the class. Evaluation procedures consistently demonstrate that ISLI is an efficient way to teach ASL.

Tentative ISLI programs are scheduled for: January 22-26, 1979; March 19-23, 1979; June 18-22, 1979; August 27-31, 1979, (Intensive Sign Language Retreat); November 2, 5, 7, 8, 9, 1979 (Spanish Sign Language).

If you are interested in participating in ISLI activities, please contact: Manual Communication Programs, Deafness Research and Training Center, New York University, 80 Washington Square East, New York, New York 10003.

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Schools for the deaf, colleges and club athletic schedules and results are needed for THE DEAF AMERICAN's "Hotline Sports" section. Send such material to Mr. Charley Whisman, DA Hotline Sports Editor, 4316 North Carrollton Avenue, Indianapolis, Indiana 46205.

Dixie Bowling Association of the Deaf 27th Annual Bowling Tournament Miami, Florida, May 27-28, 1978

Team Event (Actual Pinfall)	
1. Nation's Capital Deaf Club, College Park, Maryland	2069
2. Northeast of Florida, Jacksonville, Florida	2014
3. Atlanta Keglers, Atlanta, Georgia	1990

Team Event (Handicap)	
1. Nation's Capital Deaf Club College Park, Maryland	2345
2. Northeast of Florida, Jacksonville, Florida	2323
3. Atlanta Keglers, Atlanta, Georgia	2275
4. Florida Flyers, Kissimmee, Florida	2254
5. Road Runners, Baton Rouge, Louisiana	2252

Doubles Event (Actual Pinfall)	
1. A. Van Leon and P. Ashley, College Park, Maryland	1119
2. E. Harris and B. Scott, Birmingham, Alabama	1099
3. L. Jennings and M. Tice, Kissimmee, Florida	1074
4. M. Sirpis and L. Dawley, Hollywood, Florida	1051

Doubles Event (Handicap)	
1. A. Van Leon and P. Ashley, College Park, Maryland	1260
2. E. Harris and B. Scott, Birmingham, Alabama	1225
3. L. Jennings and M. Tice, Kissimmee, Florida	1221
4. M. Sirpis and L. Dawley, Hollywood Florida	1198
5. R. Ransom and W. Kahley, Florida and Delaware	1187

Individual Event (Actual Pinfall)	
1. Alvin Pence, Baton Rouge, Louisiana	560
2. Charles Giba, Tampa, Florida, Douglas Woodall, Jacksonville, Florida	tie 558
4. William Kahley, Voorhees Township, Delaware	553

Individual Event (Handicap)	
1. Alvin Pence, Baton Rouge, Louisiana	650
2. Charles Giba, Tampa Florida	633
3. Frank Patton, Chattanooga, Tennessee	631
4. Rich Ransom, Altamonte Springs, Florida	628
5. Orval Berrios, Tampa, Florida	623

All Events (Actual Pinfall)	
1. Merlin Tice, Kissimmee, Florida	1685
2. Billy Scott, Birmingham, Alabama	1617
3. W. St. John, St. Augustine, Florida	1612
4. James White, Birmingham, Alabama	1609

All Events (Handicap)	
1. Merlin Tice, Kissimmee, Florida	1883
2. Rich Ransom, Altamonte Springs, Florida	1824
3. Mark Sirpis, Fort Lauderdale, Florida	1822
4. James White, Birmingham, Alabama	1816
5. W. St. John, St. Augustine, Florida	1774

Future hosts:
1979—Mobile, Alabama
1980—Atlanta, Georgia
1981—Birmingham, Alabama

2nd Annual CAAD Volleyball Tournament Pittsburgh, Pennsylvania, June 9-11, 1978

Men	
Pittsburgh "C" 15 — 15	2
Flint (forfeit) 0 — 0	0
Pittsburgh "A" 15 — 15	2
Pittsburgh "C" 12 — 8	0
Dayton 15 — 15	2
Three Rivers 2 — 0	0
Toronto 15 — 15	2
Chicago (forfeit) 0 — 0	0
Buffalo 8 — 15 — 15	2
Pittsburgh "B" 15 — 8 — 8	1
Flint 15 — 15	2
Three Rivers 13 — 8	0

Flint 15 — 15	2
Chicago (forfeit) 0 — 0	0
Pittsburgh "B" 15 — 15	2
Pittsburgh "C" 5 — 11	0
Pittsburgh "A" 11 — 15 — 15	2
Dayton 15 — 10 — 5	1
Toronto 15 — 15	2
Buffalo 8 — 10	0
Buffalo 12 — 15 — 15	2
Flint 15 — 10 — 12	1
Pittsburgh "B" 15 — 15	2
Dayton 12 — 9	0

Buffalo 15 — 12 — 15	2
Pittsburgh "B" 12 — 15 — 8	1
Toronto 15 — 15	2
Pittsburgh "A" 10 — 3	0
Pittsburgh "A" 12 — 15 — 15	2
Buffalo 15 — 12 — 6	1

Toronto 15 — 15	2
Pittsburgh "A" 3 — 11	0

Team standings:

1st Place—Toronto, Canada	
2nd Place—Pittsburgh "A", Pennsylv-	
ania	
3rd Place—Buffalo, New York	
4th Place—Pittsburgh "B", Pennsylv-	
ania	

Individual Awards:

Most Valuable Player — Creighton Smith, Toronto	
Coach of the Tournament — Ken Little, Toronto	

Women

Pittsburgh "A" 15 — 15	2
Dayton 5 — 9	0
Three Rivers 15 — 15	2
Pittsburgh "B" 6 — 7	0
Dayton 15 — 8 — 15	2
Pittsburgh "B" 8 — 15 — 13	1
Pittsburgh "A" 15 — 15	2
Three Rivers 11 — 6	0
Dayton 15 — 15	2
Three Rivers 3 — 7	0
Dayton 15 — 15	2
Pittsburgh "A" 7 — 1	0
Pittsburgh "A" 6 — 15 — 15	2
Dayton 15 — 11 — 13	1

Team standings:

1st Place—Pittsburgh "A", Pennsylv-	
ania	
2nd Place—Dayton, Ohio	
3rd Place—Three Rivers, Pittsburgh,	
Pennsylvania	
4th Place—Pittsburgh "B", Pennsylv-	
ania	

Individual awards:

Most Valuable Player—Bernice Mainos, Pittsburgh "A"	
Coach of the Tournament—Jean Toner, Pittsburgh "A"	

Miss CAAD—Miss Nancy Nance, Youngstown, Ohio	
---	--

Future CAAD volleyball tourney hosts:

1979—Dayton, Ohio	
1980—Flint, Michigan	
1981—Toronto, Canada	
1982—Chicago, Illinois	
1983—Indianapolis, Indiana	

1978 Gallaudet Football Schedule

Sept. 23—University of D.C., home	
Sept. 30—Catholic University, home	
Oct. 7—Open	
Oct. 14—Georgetown University, away	
Oct. 21—Newport News, away	
Oct. 28—Anne Arundel, homecoming	
Nov. 4—Virginia Commonwealth Uni-	
versity, away	

1978 Bowling Schedule

August 26—Bowling Classic, Oklahoma City, Oklahoma
 October 7—Bowling Classic, Merrillville, Indiana
 October 7—Bowling Classic, Rochester, New York
 October 14—Bowling Classic, Indianapolis, Indiana
 October 28—Bowling Classic, Cincinnati, Ohio
 November 3 and 4—Bowling Classic, Buffalo, New York
 November 4—Bowling Classic, Joliet, Illinois
 November 11—Bowling Classic, Dayton, Ohio
 November 18—Bowling Classic, Chicago, Illinois (Southtown)
 December 2—Bowling Classic, Cleveland, Ohio
 December 9—Bowling Classic, Cleveland, Ohio

1978 Prep Football Schedule

August 31—Indiana at St. Rita
 September 1—Minnesota at Wisconsin
 September 9—Missouri at Wisconsin (Homecoming)
 September 9—Alabama at South Carolina
 September 9—Tennessee at Virginia
 September 16—Missouri at Illinois (Homecoming)
 September 16—Wisconsin at Michigan
 September 16—Kentucky at Indiana (Homecoming)
 September 23—Michigan at Indiana
 September 30—St. Rita at Kentucky (Homecoming)
 October 7—Indiana at Missouri

NTID's The Phoney Gentleman A Sellout At NAD Convention

The Phoney Gentleman," a French comedy written by Moliere (1622-1673), was presented by the National Technical Institute for the Deaf to a standing room only audience on its opening night on Wednesday, July 5, at the NTID Theatre House. Internationally acclaimed performer Bernard Bragg starred in the lead role of Monsieur Jourdain during that opening night. It was a special one-night performance for Bragg as the Jourdain role was subsequently played by Mitch Mahar in the theatrical group's two remaining performances on July 8 and July 12.

The interesting thing about this play was its timelessness, written and taking place in the 17th century, was that the plot seemed to revolve around contemporary society's foibles in attitudes and mores. Embellishing this play was its sign language rendition. Some of its gestures were very 17-century like.

No readers were standing in the wings shouting out the dialogue. Out of a cast of 31 performers, seven were hearing, each one of them taking turns with the dialogue while being simultaneously involved with the plot.

The most amusing "voice" was one of Kip Webster, in his role as Jourdain's hapless servant, sending the audience into stitches with his facial contortions,

The past decade has seen a significant surge of activity in the civil rights movement of the disabled. The passage of Federal laws such as Public Law 94-142 and Section 504 calls for specialized legal assistance to deaf consumers to ensure that these laws are enforced the way Congress intended.

Southeastern Pennsylvania Legal Services for the Deaf is in the forefront of the civil rights movement and is a model of national significance. Incorporated in November 1976, Southeastern Pennsylvania Legal Services for the Deaf (SEPLSD) is working to increase the awareness of deaf consumers of the need for effective legal representation to secure their legal rights in the areas of employment, education and accessibility to public services.

SEPLSD provides legal representation and counsel to the more than one quarter million hearing impaired persons in the five county Philadelphia area. Eligibility is based on guidelines similar to those of public interest law centers, but any deaf person is eligible to come to the center for consultation and referral if SEPLSD cannot directly assist.

Each of the four staff members uses sign language and one is deaf. Educational workshops on legal and law-related topics are presented in an ongoing basis to the hearing impaired community with emphasis on education as a preventive legal remedy. Topics include Public Law 94-142 of the Education for All

stiff-legged gait and his proclivity for getting into awkward situations.

The story centered around Monsieur Jourdain's self-centered ambitions, all of which were foolish and which did not meet with the approval of the rest of his family, especially Madame Jourdain, his wife. Jourdain was a man of considerable wealth, bored with his lot in life and seeking something better out of it.

He gave extravagant parties, hired expensive teachers and tutors and attempted to seduce ladies of importance. He also was very class-conscious, hoping to gain favor of members of high society while toning down his father's occupation as "just a salesman."

Jourdain's wife had to put up with his antics with endless patience and exasperation. His daughter was frustrated as her suitor asked for her hand in marriage, only to be turned down by Jourdain who felt the suitor lacked high class credentials, an opinion with which everyone disagreed.

Nevertheless all things reached a happy ending. Because Jourdain's family and friends were dismayed by his whimsical behavior and arbitrary decisions, they all conspired against him. A group of friends disguised themselves as members of a tsar's assemblage from a far-away exotic country, speaking a strange

New Law Center For The Deaf In Southeastern Pennsylvania

Handicapped Children Act, Section 504 of the Rehabilitation Act of 1973 and other issues related to law. The workshops reach large numbers of hearing impaired persons, many of whom consequently realize that they have legal problems. SEPLSD also provides information on deafness to members of the legal profession, governmental and social service agencies.

SEPLSD is governed by a board of directors that has over 50 percent representation by members of the deaf community. Board members include Congressmen, members of the legal profession and educators of the deaf. Funding is currently supplied by the Bureau of Vocational Rehabilitation and the Philadelphia Bar Foundation.

As deaf consumers develop increasing awareness of their legal rights and remedies and their ability to affect powerful changes in governmental policies, the need for adequate and accessible legal services will continue to grow. Anyone desiring more information about the law center can contact SEPLSD, Suite 1200, 1700 Walnut Street, Philadelphia, Pennsylvania 19103, or call voice or TDD (215) 546-7858. SEPLSD will continue to keep DEAF AMERICAN readers updated with information about the legal center's progress.

CHURCH DIRECTORY and CLUB DIRECTORY ADS

Current rate: \$12.00 per year (11 insertions), payable in advance. Send orders to Editor, THE DEAF AMERICAN, 5125 Radnor Road, Indianapolis, Indiana 46226.

language and wearing strange clothes. They sought Jourdain's assent to the marriage of his daughter to an impressive looking member of the tsar's group.

What Jourdain did not realize was that this gentleman was the same frustrated suitor he had originally turned down. Jourdain, just as gullible as foolish as ever, eagerly approved this marriage proposal, believing it would confer on him instant high class status. And in the process, two or three other relationships ordinarily disapproved by him were given his all-important blessings.

Audience reaction was mixed. Some found the dialogue too difficult to follow; some felt that the inclusion of hearing performers, as visible voices, detracted from the uniqueness of this all-deaf play. Some found the plot too silly while others considered it very relevant to this society's problems. For still others the play provided a real good belly-laughing session, something they had needed for a long time.—Barry Strassler.

First Announcement

The International Congress Committee on Education of the Deaf has resolved to hold its forthcoming "International

Congress on Education of the Deaf" in the Federal Republic of Germany. The "Deutsche Gesellschaft zur Förderung der Hör-Sprach-Geschädigten e.V." and

the "Bund Deutscher Taubstummlehrer, Berufsverband der Lehrer an Gehörlosen- und Schwerhörigenschulen" will organize jointly the

International Congress On Education Of The Deaf

Hamburg, August 4 - 8, 1980

This congress will be the meeting-place of all those who are interested in the rehabilitation of the deaf, particularly of teachers, pedagogues, parents, social workers, ministers, physicians, civil servants, deaf persons, hard of hearing persons.

The congress will feature a manifold program of topics and events: lectures, discussions, working parties, study groups, exhibitions and a tourist frame-

work program.

The timing of the International Congress on Education of the Deaf is coordinated with the following events:

The Olympic Games, Moscow, July 19-August 3, 1980.

The International Congress on Education of the Deaf-Blind, Hanover, July 27-August 2, 1980.

The Congress of the International Federation of the Hard of Hearing, Ham-

burg, August 8-10, 1980.

With a view to ensuring a better reflection of the congress participants' interests, we kindly request your suggestions with regard to topics, lecturers, technical excursions.

Letters for further information should be sent to the Congress Office: GERMAN CONVENTION SERVICE, Hamburg Office, Hohe Bleichen 13, D-2000 Hamburg 36.

Publications

New Edison Biography Tells Of His Deafness

Edison—THE MAN WHO MADE THE FUTURE. By Ronald W. Clarke, 256 pp. G. P. Putnam's Sons, New York, N. Y. \$12.95.

Some faded photos of Thomas Alva Edison—the greatest inventor the world has ever known—show a benign, grandfatherly soul cupping one of his ears as though straining to grasp a scrap of fleeting conversation. To the interested, the ear-cupping raises the question: How severe was his deafness and what effect it had on his long adult life? Now, an easy to read biography about the inventor, fresh from the publisher, presents straightforward answers, although it refrains from insight—penetrating psychoanalysis in regard to his hearing loss.

Edison was his own authority that his handicap was an asset to him; it enabled him to develop and sharpen his powers of intense concentration and to work intolerably long hours in his laboratory, utterly oblivious to distracting sounds.

When he was a boy, Edison became deafened from being pulled up by the ears by a trainman on a moving train from a station platform. At that time the future inventor was selling newspapers and garden produce on a commuter train between Port Huron, Michigan, his hometown, and Detroit. He felt "something in my ears crack and after that I began to get deaf."

The resultant social isolation of deafness spurred him to an extensive program of self-education. He regularly visited the Detroit Library, and with a

dogged single-mindedness he devoured one book after another—from shelf to shelf. Thus he gained a mental storehouse of useful information that was to prove so rewarding in his creative years.

The inventor also capitalized on his hearing defect in business and social activities. In an era when a verbal understanding customarily sealed a deal, Edison insisted on having transactions written out on paper, thereby protecting his own interests against the fraud and chicanery then so rampant in the business world in the absence of strict laws and regulations.

Being incurably addicted to work and hating to waste an evening in frivolous pursuits, Edison took refuge in his hearing impairment to decline invitations to banquets and formal dinners he didn't care to attend. No one could fault him because it was true he couldn't follow the speakers nor normal conversational tones.

But he did try, whenever sufficiently interested, to bridge the communication barrier. For instance, in his capacity as president of a naval consulting board in World War I, he had a close colleague, an experienced telegrapher, to tap out the proceedings on his wrist in the Morse code.

Edison's invention of silent motion pictures afforded the deaf countless hours of enjoyment. He regretted the advent of the commercial "talkies" in 1928, saying that they "have spoiled everything for me." He grumbled that the screen players "concentrate on the voice now; they've forgotten how to act. I can sense it more than you because I am deaf. It's astonishing how much more a deaf person can see."

Edison missed inventing the telephone, even though he had the concept fermenting in his fertile mind before Dr. Bell

won the patent race, but had to center his energies to making telegraphy more efficient. However, Edison introduced improvements to heighten the commercial practicability of the then-weak telephone.

Besides dealing with Edison's dazzling array of inventions and his undeniable place in history as the consummate genius behind our still-continuing revolutionary age of electricity, the new biography brings out his human side, with feelings, emotions, dislikes and foibles too. With his characteristic sincerity that endeared him to the public, the Wizard of Menlo Park, as Edison was popularly called, disclaimed at being a genius. He attributed his brilliant successes to one per cent inspiration and 99% perspiration. A major part of the latter was the deep concentration which his deafness was a factor in cultivating.

—Robert Swain

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New York State Educators of the Deaf Convention October 5-6, 1978

Niagara Falls Convention Center/Niagara Hilton Hotel
Niagara Falls, New York

Contact: St. Mary's School for the Deaf, 2253 Main Street,
Buffalo, New York 14214

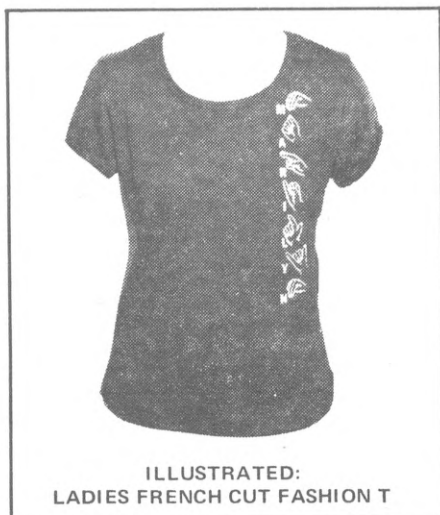
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Navy								
Red								
White								
Black								
Lt. Blue								
Tan								
Rust								
Lt. Green								
Yellow								

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National Deaf Film Festival

By WILLIAM TEEL

The National Deaf Film Festival at California State University, Northridge, was created for film competitions by deaf filmmakers for presentation to both hearing and deaf audiences during May, 1978. This was the first such event in the United States. The Festival was originated by William Teel, an undergraduate student majoring in television and film at CSUN as his senior project. The purpose of the Festival was to encourage deaf filmmakers to compete.

Entries in the Festival were in the following categories: animated, documentary, drama and spot (a short announcement). Eligibility for competition was limited to deaf filmmakers and their entries had to be developed after January 1977.

Another article about the National Deaf Film Festival was published in the View section of the Los Angeles Times on May 5, 1978, and also in the Sunday paper in Calendar section.

There were eight entries in the competition.

Drama

"Beyond Expectations" by Samuel Supalla, a CSUN student from Portland, Oregon. Synopsis: Story (Science fiction) was based on a young man who escaped from a colony on the moon to the Earth. Patrolman on the Earth found him and chased. An old man and his monster friends rescued the man from the moon. But they sold him as a slave to people of the planet Uranus. The film was Super 8mm and silent.

"Europe" by Christine Buchholz from Sherman Oaks, California. Synopsis: Travel in Europe as seen through pictures. The film was Super 8mm and silent.

"Mom and Dad Thought Me Deaf" by John Silva, an American School for the Deaf teacher. Synopsis: Children are cast in roles as parents of a baby, Johnny and a troublesome teenage daughter, Joan. Joan gets in trouble in school for punching a classmate, Jimmy, during an argument. Then, incidentally, Joan's parents "discover" their baby is deaf. It was an half inch tape (reel to reel)—color. The videotape was sound.

"A Silent Spring" by Rick Franklin, Larry Cooper and Grayson Melvin from Eastern North Carolina School for the Deaf. Rick Franklin is not deaf, but he is a TV director. He wanted two of his students to be in the Festival and by a TTY call, approval by the Senior Project student was confirmed. Synopsis: This program is about the meaning of spring. The program was done using deaf students and staff members as the talent. The ages of the students range from 7-14. The entire filming was done in a classroom at the school and all camerawork was done by two 14-year-old

students. It was a three-fourth inch cassette in color and with sound.

"Untitled" by Christine Buchholz. Synopsis: A girl investigator reporting into the disappearance of a girl. It was a Super 8mm and silent.

"Untitled Experiment" by Christine Buchholz. Synopsis: On-the-scene shots of a Pumpkin Festival.

Animated

"Ameslan Animals" by Francis Casale, a CSUN student, and Ted Supalla, a student of University of San Diego. Synopsis: First experiment of an animated film in AMESLAN (American Sign Language) for the deaf—more like an educational film for children to learn to match words and animals.

"Andromedia Strained" by Debbie Kastus, a CSUN student. Synopsis: Space ship lands on moon surface. A human hand takes scenes apart and puts them away in toy box.

One of the judges, Gregg Brooks, is an American Film Institute student, a technical consultant about deafness to some TV films, a well-known writer for the Deaf Western magazine, and an Alliance of the Deaf Artists representative. The other judge, Raymond Lockary, is a CSUN student involved in deaf community projects, a Captioned Film projectionist on the campus and also the Festival projectionist.

Achievement awards:

Drama

1. "Beyond Expectations"
2. "Mom and Dad Thought Me Deaf"
3. "Untitled"

Animated

1. "Ameslan Animals"
2. "Andromedia Strained"

The documentary and the spot were not in the competition, the awards were transferred to best situations for their skills.

Best Actor: Bill Seago of "Beyond Expectations"

Best Actress: Joan Urgadual of "Mom and Dad Thought Me Deaf"

Best Supporting Actor: Mark Mikkelsen of "Beyond Expectations"

Best Supporting Actress: Ivelles Velez of "Mom and Dad Thought Me Deaf"

Best Film Director: Samuel Supalla

Best Videotape Director: John Silva

Best Animated Director: Debbie Kastus

Best Cameraman: Sam Supalla

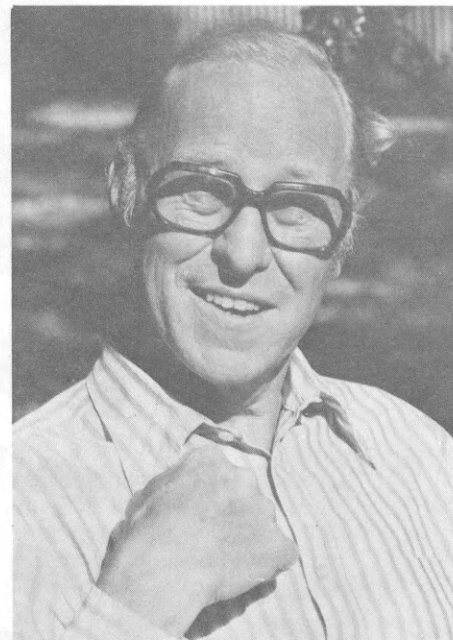
William Teel has some new projects for the National Deaf Film Festival II for the summer of 1979. The location for the Festival II will be given in an official announcement with entry forms to be mailed after August 1978. He expects to have some other participants to work with him in developing Festival II. Any college wishing to participate or start a project similar to the one at CSUN, may contact William Teel through THE DEAF AMERICAN.

AMTRAK Continues Toll-Free TTY Reservations Assistance

As a part of its services to handicapped travelers, AMTRAK, the national railroad passenger network, is continuing its toll-free teletypewriter (TTY) reservations systems for deaf persons. The TTY is in the Central Reservations Office in Bensalem, Pennsylvania.

The number to call is 800-523-6590 or 91. In Pennsylvania only, call 800-562-6960.

Deaf passengers are further advised that should they need assistance on the train, they should make themselves known to the conductor when he stops to collect tickets. He will keep them advised of station stops.



OLE MUNK PLUM

Danish Deaf Leader Passes

Ole Munk Plum, Danish leader of the deaf known worldwide, died on July 9, 1978.

He was born May 23 1915 in Copenhagen. After passing an O-level exam, he served an apprenticeship as a carpenter, technical college staff member and constructor. Employed for more than 30 years at Copenhagen Telephone Company.

Some highlights of his career: Secretary for and member of the Danish Deaf-and-Mute Associations executive committee. Executive committee member of Danish Deaf Sport Association. Member of the Nordic sign language committee.

Editor-in-chief of the Danish Deaf Associations members magazine, "Dovebladet." President of the executive committee for the Trade-and Guidance Offices for the Deaf. Member of the Deaf Tribunal.

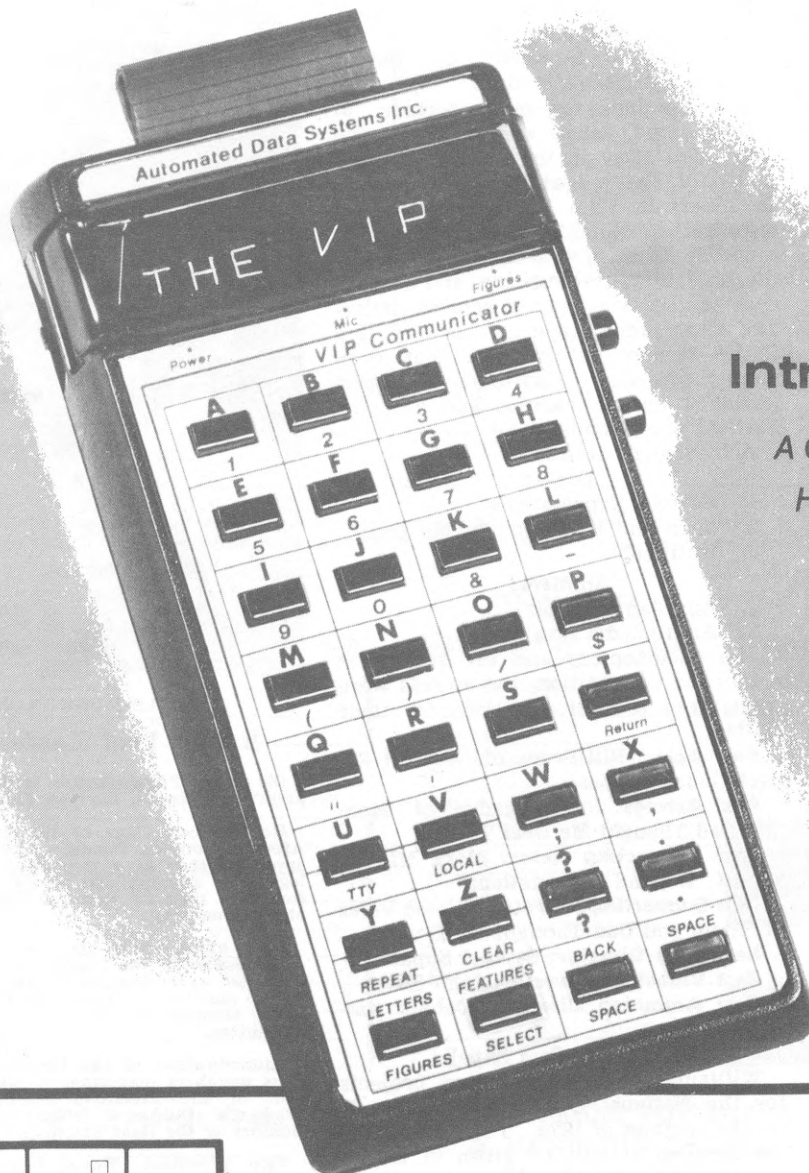
Vice president, World Federation of the Deaf. Member of the Associated Organizations of various groups of handicapped/disabled in Denmark. President of the Danish Deaf Association.

Member of the executive committee at Dovefilm (procures video-programmes for deaf) Head of the department for Deaf Center for Total Communication. President of the Nordic Council of the Deaf. Executive member of the Institution for young and adult deaf and hard of hearing.

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Account Number _____

Exp. Date _____

Signature _____

☐ Please send me more information on the VIP Communicator.



Harry Belsky's Scrapbook

FM HARD OF HEARING

Another thing that I do (and it was not easy at first) is to laugh at jokes on the deaf. There are scores of them — millions, I actually believe.

No one ever thinks of telling a joke on a blind man, but jokes on the deaf are as common as jokes on the Scotchman and the mothers-in-law. They used to make me unhappy. I made myself get used to them, to laugh at them, when I wanted to cry instead.

Now, I often tell such a joke myself. I even put a deaf character in my plays, occasionally. This has helped and while I cannot say I am actually happy over such things, I am at least not miserable over them, and I feel that being indifferent to affairs of this sort is a big step forward for me.

If I do not hear enough in church to make it worth my while, I just sit and think my own thoughts." —Hygeia (magazine) by Lillian Curtis, September, 1931

There is an old story how Israelitis on entering the House of Parliament and on seeing a member using an ear trumpet, remarked, "Look at the man throwing away his natural advantage."

* * *

There is the tale of the dignified old deaf clergyman who was very sure of his lipreading prowess. Walking down the street on a warm August day, he met a parishioner who asked, "How is your wife?" "Um, hot, very hot, um, um," said the clergyman. —"Your Deafness Is Not You," Murphy

* * *

DEAFNESS NOTED AT THE MOVIES

A young woman and her mother were being ushered down the main aisle in a film house recently, when the usher paused.

"How far down do you wish to go?" he asked.

"Oh, way down, please," said the young woman. "My mother can't hear very well." —The Frat, 1916

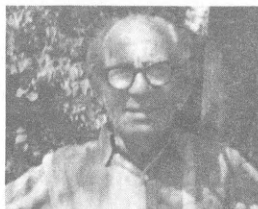
* * *

PLEASURE OF A PIPE

Dr. E. P. Fowler tells the First District Dental Society of New York that biting too hard on the stem of a pipe may be one cause of an increase in deafness among persons of middle age.

Alas, for another escape mechanism. How many a fine trout has been landed, and how many a sharp retort bitten off before utterance on vulcanite or amber. Seriously, we should, of course, heed Dr. Fowler's warning and abandon the bulldog grip on the bit of our favorite corn-cob, meerschaum or briar.

But one may hope that this will not



adversely affect the comfortable habit of pipe smoking. — New York Times.

A man riding horseback one day met a little dog trotting along the road.

"Good morning," said the dog.

"Good morning," said the man. Then, the puzzled voice, "I didn't know dogs could talk."

"Neither did I," said his horse equally surprised.

—More Jokes, Jokes, Jokes, Helen Hoke.

BLIND, HE ROBS DEAF MAN

Cleveland—A blind man was found guilty of robbing Peter Williams, 79, who is deaf, after a deaf-mute testified in writing that he had witnessed the crime.

Mr. Williams said he was strong-armed by Wm. Johnson, 43 years old, as he sat in front of a tavern. Johnson took \$323 and ran through a rear yard.

Everything would have been all right if a neighbor had not put up a clothes line. Familiar, with every other object in the yard, Williams was hurled to the ground after running into the line.

Temporarily stunned, he lay there until police arrived. The pen of Chester Davies, 36, who is both deaf and dumb, resulted in Williams' conviction. — The N.Y. Times Index, 1945, (a book of record).

THE EXPERIENCES OF A DEAF PERSON

The American Magazine has the following brief piece by Carolyn Wells, a widely read and popular writer:

One of my chief regrets is my inability to talk with little children. Some think the fresh, clear voices of childhood should be easily heard by the deaf, but it is not so.

The little thin pipes most children put up, or the turned aside, half shy enunciation are usually impossible for me to hear. And to ask a child to repeat is fatal to conversation.

The child is frightened at the speaking in an unusual manner and declines to speak at all. — The American Magazine

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TTY (216) 836-5531 Voice.

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Luther Mann, Th. D., Pastor

(303) 232-9575

4310 Iris Street
Wheat Ridge, Colo. 80033

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Separate services in the Deaf Chapel, third floor, Palmer Memorial Bldg. Sunday School, 9:00 a.m., for all ages. Worship services, 10:30 a.m.

Telephone (504) 383-8566 (Voice or TTY)

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JULY-AUGUST, 1978

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Phones 298-2850 and 886-6702

Pastor: Charles E. Pollard
Interpreters: Murray and Nancy Machen
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Anyone traveling to or through Tucson will
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Sunday morning Bible study, 9:30 worship,
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Church phone 714-894-3349

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Anton C. Uth, Pastor

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Interpreters: Frank and Carol Robertson
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Voice or TTY 315-247-1436

Lutheran

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Worship at 10:30 every Sunday
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Rev. Clark R. Bailey, Pastor
Phone (313) 751-5823

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FOR THE DEAF**
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Services 11:00 a.m. every Sunday
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We are happy to greet you at . . .
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2822 E. Floradora, Fresno, Calif. 93703
S. S. Class for Deaf Children, 9:15 a.m.;
Every Sunday: Bible Class, 9:15 a.m.; Worship
Service, 10:30 a.m. (interpreted).
Stanley Quebe, pastor; Clarence Elsberg, as-
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OF THE DEAF**
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Bible Class and Sunday School 3:30 p.m.
Rev. Kenneth Schnepf, Jr., pastor
Home Phone (914) 375-0599

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1 block from IND-74th St./Roosevelt Ave.
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Worship with Us every Sunday at 10:30 A.M.
Total Communication Services.
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503-256-9598, Voice or TTY
Rev. Shirrel Petzoldt, Pastor

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FOR THE DEAF**
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Services every Sunday at 11:00 a.m.
Summer services every Sunday at 10:00 a.m.
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Home 724-4097

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A church of the deaf, by the deaf, for the
deaf. Our services are conducted in sign lan-
guage by the pastors. Services 1st Sunday, 2:00
p.m.; 3rd Sunday, 7:00 p.m. TTY and Voice—
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Bomberger, associate

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Phones (with TTY): Ch. 688-0312 or 651-6720
or 621-8950

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Worship Service 11:00 A.M.
Ervin R. Oermann, pastor
Paul G. Consoer, lay minister

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Need help? Phone (201) 485-2260

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Services every Sunday at 7:30 p.m.; Fel-
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Services: 2nd, 3rd, and 4th Sundays at
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Saturday at 7:30 p.m.

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Services: 1st, 2nd, and 3rd Sunday at
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Saturday at 7:30 p.m.
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TTY (and voice) (203) 561-1144

United Methodist

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1413 Sycamore, Cincinnati, Ohio 45210
Sunday Worship 11:00; Sunday Study 12:00
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A place of worship and a place of service.
All are welcome.

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2100 Kentucky Ave., Fort Wayne, Ind. 46805
Sunday School, 9:30 a.m.; church services,
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Total Communication Used
Grace Nunery, Coordinator for Deaf Ministry
Rev. C. Albert Nunery, Senior Pastor

When in Metropolitan Washington, D.C.,
worship at
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FOR THE DEAF**

7001 New Hampshire Ave., Takoma Park, Md.
Worship Service in the Fireside Room
at 10:30 a.m.
Sunday School for hearing children
Captioned Movies every first Sunday
at 11:45 a.m.
Rev. LeRoy Schauer, pastor

Other Denominations

IMMANUEL CHURCH FOR THE DEAF
657 West 18th St., Los Angeles, Calif. 90015
Sunday School, 9:45 a.m.; Sunday morning
worship, 11:00 a.m.; Bible Study, Tuesday,
7:30 p.m.

When in the Pacific paradise, visit
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3144 Kaunaoa Street, Honolulu, Hawaii 96815
Sunday School 9:15 a.m.; Worship 10:30 a.m.
Wed. Bible Study and Fri. Fellowship 7:00 p.m.
Children's weekday religious education classes
Rev. David Schlewiek, pastor
For information call 732-0120

When in Atlanta, Ga., welcome to

CRUSSELLE-FREEMAN CHURCH OF THE DEAF

(Non-Denominational)

1304 Allene Avenue, S.W., Atlanta, Ga. 30310
Sunday School 9:45 a.m.—Worship 11:00 a.m.
and 7:00 p.m.
Wednesday Bible study and prayer 7:00 p.m.
Rev. Wilber C. Huckleba, pastor
Free Captioned Movie, 7:00, third Friday

DEAF MISSIONARY CHURCH
3520 John Street (Between Texas and
Norveilla Ave.) Norfolk, Va. 23513

Pastor, John W. Stallings, Jr.
Sunday School, 9:30 a.m.
Worship Service, 10:30 a.m.
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)
THE DEAF HEAR (Nationwide)
Bible Study and Prayer—Wednesday 7:30 p.m.

CHRIST'S CHURCH OF THE DEAF (Non-Denominational)

Meets in First Christian Church building
each Sunday.
Scott and Myrster Streets
Council Bluffs, Iowa
Bible School, 9:30 a.m.; Worship, 10:30 a.m.
Duane King, Minister
Mailing address: R. R. 2, Council Bluffs,
Iowa 51501

RELIGIOUS EDUCATION OFFICE

430 N. Center St., Joliet, Ill. 69435
Contact: Deacon Jim Monahan,
TTY 815-727-6411

All in Joliet area welcome to signed Mass
Service at 10:45 a.m., 3rd Sunday, September
through June.

When in Allentown, Pa., welcome to
LEHIGH VALLEY CHURCH FOR THE DEAF
121 South 8th St., Allentown, Pa. 18101
Services held every fourth Sunday of the
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An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public
Relations

METROPOLITAN COMMUNITY CHURCH OF LOS ANGELES

1050 S. Hill St., Los Angeles, Calif. 90015
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Meets in THE CHAPEL rented from the First
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Salem, Oregon 97303

Pastor William M. Erickson, Director
Voice/MCM (503) 581-1874

Sunday School 9:45 a.m.; worship 11:00 a.m.
We are a cooperative ministry for the deaf
by the churches of Salem. We welcome you
to study, worship and fellowship with us.

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Rev. C. Ray Roush, Chairman
P. O. Box 424, State Line, Pa. 17263
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World's only independent, fundamental Deaf
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Everyone is, naturally, welcome.

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"A friendly place to congregate"
Open Tues. & Thurs., 6 p.m.-11:30 p.m.; Fri.,
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6 p.m.-11:30 p.m.

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ATLANTA CLUB OF THE DEAF, INC.
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Open Every Friday and Saturday Night

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Saturday and Sunday

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Wayne Walters, president

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American Legion Auxiliary Hall
612 McCully Street, Honolulu, Hawaii 96814
2nd Saturday of each month, 7:30 p.m.
Address all mail to:
Mrs. Norma L. Williams, secretary
727 Palani Avenue, Apt. No. 6
Honolulu, Hawaii 96816

When in Houston, you are welcome
to the
HOUSTON ASSOCIATION OF THE
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606 Boundary St., Houston, Texas 77009
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Nelson C. Boyer, secretary

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126 Lowell St., Manchester, N. H.
Open every second and fourth Saturday of
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73106
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Open every Friday and Saturday night.

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PUGET SOUND ASSOCIATION OF THE DEAF

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Business meeting on 2nd Friday of month.

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(Since 1914)
Meets at 1223 S. Vermont Ave., Los Angeles,
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Augusta Lorenz, corresponding secretary
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THE CHARLES THOMPSON MEMORIAL HALL

1824 Marshall Ave., St. Paul, Minn. 55104
The nation's finest social club for the deaf
Established 1916

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Community Hall, 4851 S. Tacoma Way
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month from January.
Dorothy Hopey, Secretary

When in York, Pa., welcome to THE YORK ASSOCIATION OF THE DEAF, INC.

208 N. George St. York, Pa. 17401
Open Wed., Fri., Sat. evenings
Socials on 2nd and 4th Saturdays
of month.
Business meeting on 2nd Friday of month
Samuel D. Shultz, Secretary

UNION LEAGUE OF THE DEAF, INC.

Hotel Edison, 226 W. 47th St.
New York, N.Y. 10036
Open noon to midnight
Thurs., Fri., Sat., Sun., holidays
Irving Alpert, president
Henry Roth, vice president
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"OUR WAY"

To strengthen Jewish education and
observance amongst the Jewish deaf
National Conference of Synagogue Youth
116 E. 27th St., New York, N. Y. 10016

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Open first and third Saturday of
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Secretary: Eleanor Struble

National Congress of Jewish Deaf

Gerald Burstein, President
6131 Claridge Drive
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Kenneth Rothschild, Secy.-Treas.
P. O. Box 24
Sloatsburg, N.Y. 10974

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1978 NCJD CONVENTION
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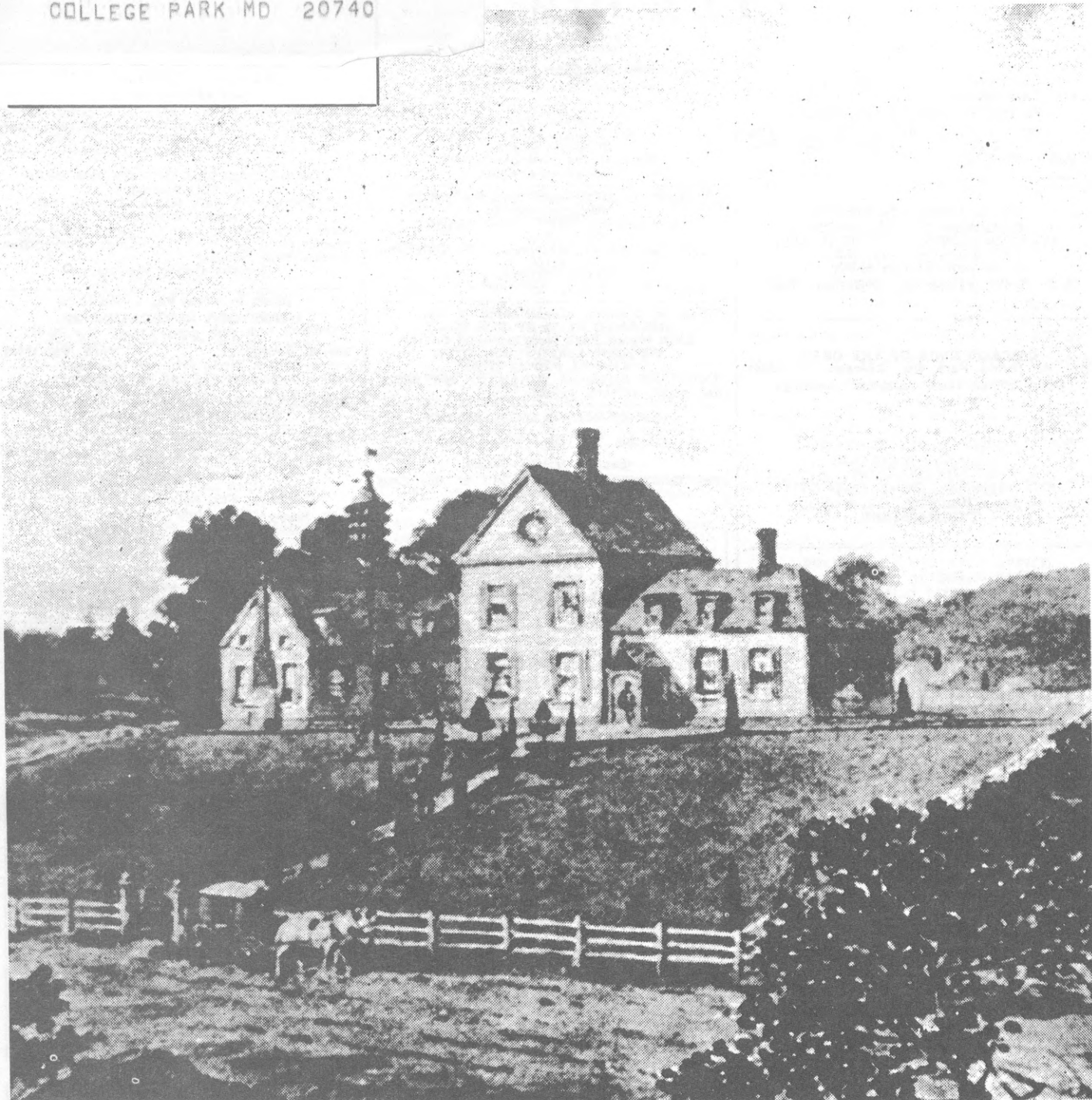
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Virginia School for the Deaf and the Blind

Deaf Heritage

A Narrative History of Deaf America
By Jack R. Gannon

Solicits your input, anecdotes, stories, pictures, suggestions, etc.
Write to the author: Gallaudet College, Washington, D.C. 20002
(TTY 202/447-0480 or voice 202/447-0741 or 702 Winhall Way, Silver
Spring, Md. 20904 (TTY 301/622-2543)

Deaf Heritage will be published by the National Association of the
Deaf as part of its Centennial celebration in 1980. This book is a
joint project of the NAD and Gallaudet College.

*"Cobbs", the home of Colonel William Bolling, near Peters-
burg, Virginia, was the site of the first school for the
education of deaf children in America. It was opened in
1812.*